

**Planning Agenda 4: Items 1-3**

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## Equity training is now online.

**From:** Marielle Calara  
**Sent:** Wednesday, June 25, 2014 2:28 PM  
**To:** Charles Spillner  
**Subject:** RE: Flex Cal: Dr. Laguerre's Speech

*Yes, it did create a lot of action! 😊*

*Yes, EEO training is now online. Here is the link: <http://solano.keenan.safecolleges.com>*

**Marielle Calara**  
Interim Executive Coordinator  
Human Resources  
Phone: 707-864-7137

**From:** Charles Spillner  
**Sent:** Wednesday, June 25, 2014 1:40 PM  
**To:** Marielle Calara  
**Subject:** RE: Flex Cal: Dr. Laguerre's Speech

Thanks Marielle. Sending out that draft created a lot of action 😊  
I will make all these changes next week.

On another matter, I am writing a narrative for our Accreditation report about Flex and the Equity and Diversity workshops we've offered since 2011. I recall that recently we don't do any more EEO training because it's online. Can you email the link for the EEO training so I can include it in my narrative.

Thanks,  
Chuck

## Minutes from successive Flex Cal committee meetings.

### FLEX CAL COMMITTEE MEETING Minutes Nov 13, 2013

Attendees: Ron, Chuck, Marion, Inga, Eileen

1. Add a Program Review workshop for School of Social and Behavior Sciences, Counseling, and 1/2 of the school of Math/Sciences. This time is 1-2 PM
2. Add On-Course a Student Success Workshop-discuss two proposals. Danielle will do this, confirmed in email to Chuck. Time is 1-2 PM on Fri, Jan 10. NEED A DESCRIPTION
3. Decide on a keynote speaker or Student Success Town Hall meeting. Sent email requesting EIAC provide the speaker for Student Equity. No answer yet. NO ANSWER. TRY FOR KEYNOTE ON DIVERSITY AND EQUITY, DARRICK SMITH OR LEE MUN WAH. CHUCK WILL CONTACT DS AND MARION LMW. NEED TO HAVE REPLIES FROM POTENTIAL SPEAKERS BY NEXT MEETING. Marion received a reply that LMW is available.
4. ALTERNATIVELY WE WILL DO AN EQUITY DISCUSSION WITH TED TALKS. INGA AND RON WILL RESEARCH. "FLEXCAL FAVORITE TED TALKS"
5. Other business.
  - a. ADD ACADEMIC SENATE MEETING
  - b. VERIFY ROOM ASSIGNMENTS FOR WORKSHOPS-EILEEN

### FLEX CAL COMMITTEE MEETING Minutes Nov 20, 2013

Attendees: Ron, Marion, Chuck, Eileen, Inga

Agenda

1. Settle on keynote discussion. MARION reported Lee Mun Wah is available and fee is negotiable. CHUCK-Funds are available. LMW could speak to equity and diversity in our college. Viewed clip of "If These Halls Could Talk" and committee was split about LMW to be keynote. MARION AND CHUCK WILL ATTEND MEETING IN VALLEJO TO DECIDE ABOUT LMW AS KEYNOTE. CHUCK HAS NOT HEARD FROM DARRICK SMITH ABOUT BEING OUR KEYNOTE SPEAKER.

ANOTHER OPTION: Shared dialog about equity and diversity at Solano College and what do you do about it in your classroom? Groups of 10. Hand out colored/printed flyers with guidelines. Bring back to the assembly to show solutions. We need rooms. Colors coordinate with rooms. 15 rooms=15 colors. CALL IT "Conversations We Are Not Having". Total time 1-1/2 hours?

2. Any IT requirements (Adjunct forum). CHUCK Emailed Carlene to take care of this with IT directly. DONE

3. Dr. Laguerre is fine with the Awards Breakfast and his time for State of the College and Q & A afterward.

4. Schedule meals-SCFA meeting? SCFA meal will be the same but the back of the cafeteria and SCFA and Chuck will close the walls.

5. Room assignments. Eileen will do. DONE

**FALL 2012  
STAFF DEVELOPMENT  
FLEX CAL ACTIVITIES**

October 12 and November 19, 20(*optional days*)

**FRIDAY,  
OCTOBER 12, 2012 (optional)**

10:00 a.m. -12:00 p.m. (2 hour optional flex credit)

**How About Some Flex Cal Brainstorming?**

Building 100, Room 101

Flex Cal Committee

Drop in to get your mid-morning Starbucks and share your best Flex Cal ideas with your Flex Cal committee.

We will review the workshop evaluations from our August workshop, too.

## How about Flex Cal Program Brainstorming

1. Put evals from flex workshops online.
2. Is flex cal time better spent teaching? The avg no. flex days are 3 across the state?
3. Do we get value from flex?
4. How do other teachers deal with classroom behaviors?
5. We should have something that brings us together as faculty. Years ago we had inspiring speakers.
6. Flex days spread out through the semester are interruptive.
7. Let's have a big day with a speaker and workshops.
8. Let's take back flex cal. Faculty own it.
9. Why do we spend 6 hr in school meetings?
10. No division meetings?
11. Allow time for faculty to work in office and be open to the public so students can meet there faculty. Be flexible.
12. Don't need to sit in school meetings.
13. The calendar committee assigns flex days.
14. What is happening in other classrooms? Need some cross discipline interaction.
15. Peer review would enable us to know each others disciplines better.
16. Div meetings are not valuable but department meetings are valuable.
17. We will reduce div meetings to 1 hr relevant information.
18. Rotating faculty tea party in rotating divisions. Each flex visit a different school.
19. What are students ideas about college? Movies? Previous teachers?
20. What activities are allowed for flex credit?
- 21. Need to remove deans approval for optional flex activities from the contract. Not consistent from dean to dean.**
22. Can you cancel classes to attend flex? Seems to depend on the dean.

## Flexible Calendar Evaluation Form

### SPRING FLEX CAL SESSION EVALUATION

#### Solano Community College

Return to Session's Facilitator or send to Human Resources, room 616

Session Name: \_\_\_\_\_ *Flex Cal Committee Brainstorm* \_\_\_\_\_

Presenter(s): \_\_\_\_\_ Charles Spillner \_\_\_\_\_

Day: \_\_\_\_\_ Tues Jan 18, 2011 \_\_\_\_\_ Time: \_\_\_\_\_ 12:00 noon – 1:30 p.m. \_\_\_\_\_

I am  Faculty;  Classified;  Management; or  other.

Rate this session:  A=Excellent;  B= Very Good;  C=Good;  D=Not so Good;  E=Poor

Comments regarding this session: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Topics/programs for next semester's Flex Cal program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Flex Cal Optional Activities Evals

Friday, August 10th 2012

Academic Senate Meeting

9:00 am-12:00 pm

|                   | A=Excellent | B=Very<br>Good | C=Good | D=Not so<br>Good | E=Poor | Not<br>Rated | Total |
|-------------------|-------------|----------------|--------|------------------|--------|--------------|-------|
| Classified        |             |                |        |                  |        |              | 0     |
| Faculty           | 1           |                |        |                  |        |              | 1     |
| Management        |             |                |        |                  |        |              | 0     |
| Not<br>designated |             |                |        |                  |        |              | 0     |

**Comments:**

- Needed for academic year preparation.

### My Solano for Faculty

Friday, August 10th, 2012

9:00 am-11:00 am

|                   | A=Excellent | B=Very<br>Good | C=Good | D=Not so<br>Good | E=Poor | Not<br>Rated | Total |
|-------------------|-------------|----------------|--------|------------------|--------|--------------|-------|
| Classified        |             |                |        |                  |        |              | 0     |
| Faculty           | 6           |                | 2      |                  |        |              | 8     |
| Management        |             |                |        |                  |        |              | 0     |
| Not<br>designated |             |                |        |                  |        |              | 0     |

**Comments:**

- Barbara Fountain is excellent.
- Good information.
- It is informative.
- I did learn some useful new stuff.



- Barbara did an excellent job explaining everything. Banner keeps changing. She is a godsend.

Topics for next semester:

- Ecollege.
- “MyCourses” should be a separate workshop.

**Practical Self Defense**

**Friday, August 10th, 2012**

**9:00 am-12:00 pm**

|                   | A=Excellent | B=Very<br>Good | C=Good | D=Not so<br>Good | E=Poor | Not<br>Rated | Total |
|-------------------|-------------|----------------|--------|------------------|--------|--------------|-------|
| Classified        | 2           |                |        |                  |        |              | 2     |
| Faculty           | 9           |                |        |                  |        |              | 9     |
| Management        |             |                |        |                  |        |              | 0     |
| Not<br>designated |             |                |        |                  |        |              | 0     |

Comments:

- We need more sessions like this.
- Fantastic. Please offer this again.
- Wonderful.
- What a gift! I would love to take the class. Wonderful!
- Very thorough considering the limited time.
- Very informative and important.
- The class was as good as advertised. Practical important and fun.
- I expected to be intimidated by this class. Jimmy Tanaka is a great instructor. He made me feel comfortable and I really learned.
- Truly excellent. Sensei Tanaka is a martial arts gem. It is an enormous loss to the college to lose him as an instructor. Please reconsider. He is amazing and a natural teacher. I learned a lot! Thank you.
- I cannot imagine a better flex. He is truly a unique and talented instructor. Losing him saddens me for the college community. Faculty as talented as Tanaka should be cherished not fired. Shame on SCC.

**Avoid the Myths, Misconceptions and Mistakes of Retirement Planning  
(CalSTRS)**

**Friday, August 10th, 2012**

**11:00 am-12:30 pm**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        | 8           | 1           |        |               |        |           | 9     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

**Comments:**

- Very informative.
- Good info!
- I'm getting it. Good info.
- Excellent information.
- Great for understanding the retirement.
- Excellent explanation.
- Clear, organized, great info.

**Topics for next semester:**

- Do it again!

**CSEA Meeting Luncheon**

**Friday, August 10th 2012**

**12:00 pm-1:30 pm**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     | 1           | 3           |        |               |        |           | 4     |
| Faculty        |             |             |        |               |        |           | 0     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

**Comments:**

- Learned more on what is going on.

## What Every Educator Needs to Know

Friday, August 10th, 2012

12:30 pm-2:00 pm

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        | 5           | 2           |        |               |        |           | 7     |
| Management     |             | 1           |        |               |        |           | 1     |
| Not designated |             |             |        |               |        |           | 0     |

**Comments:**

- Excellent.
- Excellent presentation.
- Very clear and informative.
- Too fast but informative.

## Physical Activity and Learning

Friday, August 10th, 2012

1:30 pm-3:00 pm

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        |             |             |        |               |        |           | 0     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

Nothing submitted.

Friday, August 10th, 2012

1:30 pm-3:00 pm

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        | 2           |             |        |               |        |           | 2     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

Comments:

- Great!
- So, so helpful! Thank you Pei-Lin!

### MyCourse for Faculty

Friday, August 10th 2012

1:30 pm-3:00 pm

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        | 11          | 2           | 1      |               |        |           | 13    |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

Comments:

- Good information. Well presented and organized.
- Watch having 2 instructors talk at the same time. Otherwise, excellent job!
- Very informative. Thank you so much!
- Very helpful! I will use the info immediately.
- Very informative.
- Good job. Learned some tips which are helpful.
- Very good info.
- Great information and good demonstration.

- Wow! Great tool. Let's go green and encourage more instructors to use this resource.
- Excellent.
- Helpful.
- Moved very fast for novice user. Sometimes facilitator was unfamiliar with how the software was used.

Topics for next semester:

- eCollege/eCompanion
- Wine tour, hike, group support for part-time teachers.

**Puente**

**Friday, August 10th, 2012**

**3:00 pm-4:30 pm**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     | 0           |             |        |               |        |           | 0     |
| Faculty        |             |             |        |               |        |           | 0     |
| Management     |             |             |        |               |        |           |       |
| Not designated |             |             |        |               |        |           |       |

***Nothing submitted.***

**Adjunct/Part-time Faculty Forum**

**Friday, August 10th, 2012**

**6:00 pm-9:00 pm**

|            | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified |             |             |        |               |        |           | 0     |
| Faculty    | 19          | 4           | 1      |               |        | 1         | 25    |
| Management |             |             |        |               |        |           | 0     |

|                |  |  |  |  |  |  |   |
|----------------|--|--|--|--|--|--|---|
| Not designated |  |  |  |  |  |  | 0 |
|----------------|--|--|--|--|--|--|---|

**Comments:**

- Informative. Re: the depth we are being screwed. Adjunct forums are most helpful.
- Good information.
- Very helpful. (Need more cookies!)
- Always informative. For PT. Kristie is well informed and energetic.
- Very informative regarding adjunct issues.
- Very informative.
- Important things. Thank you.
- Excellent!
- Very helpful.
- Covered MANY things that I did not know about procedures, the senate, working rights.
- Excellent information.
- Useful information. Particularly regarding equity issues.
- Excellent forum for understanding PT rights. Please keep this forum.
- Facilitator was knowledgeable about issues surrounding faculty and administration at SCC. EDD processes.
- Kristie is very knowledgeable about all issues relating to the part-time faculty. Possible solutions, actions, current trends, other options.

**Topics for next semester:**

- How to move up in salary steps.
- STRS for PT.
- Adjuncts and retirement.
- Shop Steward list? Or introduce Shop Steward program? Right to carry gun laws for night time workers on campus.
- Health insurance? Retirement?
- Union Orientation. How to influence CTA.
- How to form subgroups to address part-timers issues and impact more of a membership drive.
- Why must relationships between teachers and admin involve secrecy, ulterior motives and manipulation(lying)? If no outright hostility(HR)

**Tennis Anyone?**

**Monday, August 15<sup>th</sup>, 2012**

**8:00 am-10:00 am**

|            | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified |             |             |        |               |        |           | 0     |
| Faculty    | 5           |             |        |               |        |           | 5     |

|                |  |  |  |  |  |  |   |
|----------------|--|--|--|--|--|--|---|
| Management     |  |  |  |  |  |  | 0 |
| Not designated |  |  |  |  |  |  | 0 |

Comments:

- Great opportunity for meeting and establishing relations with other staff members and also realizing how important exercise is.
- Ok but too few players.
- Need more players.
- More tennis!

Topics for next semester:

- Please repeat this class next Fall.

**Waiting for Superman, Book Review**

**Monday, August 15<sup>th</sup>, 2012**

**8:00 am-10:30 am**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     | 0           |             |        |               |        |           | 0     |
| Faculty        |             |             |        |               |        |           | 0     |
| Management     |             |             |        |               |        |           |       |
| Not designated |             |             |        |               |        |           |       |

*Nothing submitted.*

**Academic Senate /Ed. Administrators Meeting**

**Monday, August 15<sup>th</sup>, 2012**

**8:00 am-10:30 am**

|  | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|--|-------------|-------------|--------|---------------|--------|-----------|-------|
|  |             |             |        |               |        |           |       |

|                |   |   |   |  |  |  |   |
|----------------|---|---|---|--|--|--|---|
| Classified     |   |   |   |  |  |  | 0 |
| Faculty        | 2 | 1 | 1 |  |  |  | 4 |
| Management     | 3 | 2 |   |  |  |  | 5 |
| Not designated | 1 |   |   |  |  |  | 1 |

**Comments:**

- This was a great opportunity for collaboration , conversation and raising awareness of issues.
- Good sharing of information/ideas.
- Outstanding.
- Always good to talk w/ the Senate.
- Great discussion, continue discussion.
- Have additional joint committee meetings w/ administration & Academic Senate.
- Excellent meeting and exchange of ideas.
- Discouraged by Dean's assertion that they want to micromanage/control optional Flex.
- Nice to hear goals. Ed Admin. Goals, Senate goals etc.

**Topics for next semester:**

- More goal sharing.
- Basic skills.
- Contextualized learning in CTE programs.
- More basic skills.
- Do it over.

**Curriculum Committee Meeting**

**Monday, August 15<sup>th</sup>, 2012**

**9:00 am-10:30 am**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        | 5           |             |        |               |        |           | 5     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

**Comments:**



- It was great!
- Necessary.

**Topics for next semester:**

- More curriculums related optional Flex activities.

**Demystifying Student Attendance Reporting**

**Monday, August 15<sup>th</sup>, 2012**

**9:00 am-10:30 am**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        | 7           |             |        |               |        |           | 7     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

**Comments:**

- Excellent. Make it longer. Make it required.
- Very helpful.
- Very helpful. So much info!
- Very informative! Longer time to cover more info!
- This is information everyone should hear.
- Good to know how attendance matters and is recorded.

**Topics for next semester:**

- Faculty input for the Faculty handbook. Board policy/Admin. Procedures revisions.

**Disaster Service Worker**

**Monday, August 15<sup>th</sup>, 2012**

**9:30 am-10:30 am**

|                   | A=Excellent | B=Very<br>Good | C=Good | D=Not so<br>Good | E=Poor | Not<br>Rated | Total |
|-------------------|-------------|----------------|--------|------------------|--------|--------------|-------|
| Classified        | 1           |                |        |                  |        |              | 1     |
| Faculty           | 4           |                |        |                  |        |              | 4     |
| Management        |             |                |        |                  |        |              | 0     |
| Not<br>designated |             |                |        |                  |        |              | 0     |

**Comments:**

- Should be required for all SCC employees. If not, at least for all building coordinators.
- Longer/mandatory for all faculty.
- Excellent! Very well presented-great info. Well done!
- Every employee should be trained.

**Topics for next semester:**

- The Certs certification.

## Learning Outcomes Assessment: Closing the Loop

### Career Technical Education & Business

Monday, August 15<sup>th</sup> 2012

1:30 pm-3:00 pm

|                   | A=Excellent | B=Very<br>Good | C=Good | D=Not so<br>Good | E=Poor | Not<br>Rated | Total |
|-------------------|-------------|----------------|--------|------------------|--------|--------------|-------|
| Classified        |             |                |        |                  |        |              | 0     |
| Faculty           | 5           | 6              | 1      | 1                |        | 2            | 15    |
| Management        |             |                |        |                  |        |              | 0     |
| Not<br>designated |             | 1              |        |                  |        |              | 1     |

**Comments:**

- This was a quick process!
- Should make more time for department collaboration.
- More time needed.

- Great info. Sharing among faculty. Dean was excellent facilitator.
- Directions are always minimal. Group is always very dysfunctional.
- Noise.
- Not great-hard time keeping group on track-nothing got done. 1 person derailed discussions. Noisy at discussion time. They were SLO's.

**Meetings: SLO's and School Planning**

**Career Technical Education & Business**

**Monday, August 15<sup>th</sup>, 2012**

**3:00 pm-5:00 pm**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        | 3           | 1           | 2      |               |        |           | 6     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

**Comments:**

- There's a lot of good information.

**Meetings: SLO's and School Planning**

**Career Technical Education & Business**

**Monday, August 15<sup>th</sup>, 2012**

**6:00 pm-7:00 pm**

|            | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified |             |             |        |               |        |           | 0     |
| Faculty    | 1           | 1           |        |               |        |           | 2     |
| Management |             |             |        |               |        |           | 0     |

|                |  |  |  |  |  |  |   |
|----------------|--|--|--|--|--|--|---|
| Not designated |  |  |  |  |  |  | 0 |
|----------------|--|--|--|--|--|--|---|

**Comments:**

- Always great to work with colleagues.
- Fast pace. Good info. Thanks Terri, for giving us a good welcome.

**Learning Outcomes Assessment: Closing the Loop**

**Human Performance and Development**

**Monday, August 15<sup>th</sup>, 2012**

**1:30 pm-3:00 pm**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        | 2           | 1           |        |               |        |           | 3     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

**Comments:**

- Good session.
- It is very helpful for program faculty to collaborate together especially at the commencement of the semester and school year. I assert that this would be much more beneficial yet if we designed the time ourselves without using this particular time for work explicitly on SLO's and structured program assessment. Thank you.

**Meetings: SLO's and School Planning**

**Human Performance & Development**

**Monday, August 15<sup>th</sup>, 2012**

**3:00 pm-5:00 pm**

|  |  |        |  |          |  |     |  |
|--|--|--------|--|----------|--|-----|--|
|  |  | B=Very |  | D=Not so |  | Not |  |
|--|--|--------|--|----------|--|-----|--|

|                | A=Excellent | Good | C=Good | Good | E=Poor | Rated | Total |
|----------------|-------------|------|--------|------|--------|-------|-------|
| Classified     |             |      |        |      |        |       | 0     |
| Faculty        | 1           | 1    |        |      |        |       | 2     |
| Management     |             |      |        |      |        |       | 0     |
| Not designated |             |      |        |      |        |       | 0     |

**Comments:**

- Face pace-good info. Thanks Teri for giving us a good welcome. Maureen
- Always great to work with colleagues.

**Meetings: SLO's and School Planning**

**Human Performance & Development**

**Monday, August 15<sup>th</sup>, 2012**

**6:00 pm-7:00 pm**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        | 0           | 0           |        |               |        |           | 0     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

***Same sign-in for 3-5 p.m. session.***

Learning Outcomes Assessment: Closing the Loop

School of Liberal Arts

Monday, August 15<sup>th</sup>, 2012

1:30 pm-3:00 pm

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        |             |             |        |               |        |           | 0     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

***Nothing submitted.***

Meetings: SLO's and School Planning

School of Liberal Arts

Monday, August 15<sup>th</sup>, 2012

3:00 pm-5:00 pm

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        |             |             |        |               |        |           | 0     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

***Nothing submitted.***

Meetings: SLO's and School Planning

School of Liberal Arts

Monday, August 15<sup>th</sup>, 2012

6:00 pm-7:00 pm

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        |             |             |        |               |        |           | 0     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

***Nothing submitted.***

Learning Outcomes Assessment: Closing the Loop

School of Sciences

Monday, August 15<sup>th</sup>, 2012

1:30 pm-3:00 pm

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        |             |             |        |               |        |           | 0     |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

***Sign-in submitted; no eval forms.***

Meetings: SLO's and School Planning

School of Sciences

Monday, August 15<sup>th</sup>, 2012

3:00 pm-5:00 pm

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           |       |
| Faculty        | 7           | 1           | 1      |               |        |           | 9     |
| Management     |             |             |        |               |        |           |       |
| Not designated |             |             |        |               |        |           |       |

**Comments:**

- Good job.
- Very informative and good presentation.
- Good use of time.
- This doesn't reflect on the presenter but this session and SLO's in general make me want to kill myself.

**Meetings: SLO's and School Planning**

**School of Sciences**

**Monday, August 15<sup>th</sup>, 2012**

**6:00-7:00 pm**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           |       |
| Faculty        | 8           |             | 1      |               |        | 1         | 10    |
| Management     |             |             |        |               |        |           |       |
| Not designated |             |             |        |               |        |           |       |

**Comments:**

- Let's do it again!
- Outstanding venue.
- Good.
- Short and to the point!
- We should dance at our division meetings.
- OK.
- This was relative painless—important.



**Topics for next semester:**

- Using Facebook for Student Communication using Clickers.

**UMOJA**

**Tuesday, August 16<sup>th</sup>, 2012**

**10:30 am-12:00 noon**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        | 19          |             | 1      |               |        | 1         | 21    |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

**Comments:**

- More than excellent, truly inspirational!
- Love the program!
- Great session, this is the reason I teach at a community college instead of UC or CSU.
- Kudos to Dr. McCord and all of the students on the panel.
- Thank you Karen (et al) for doing this.
- Excellent. Please have this presentation again as a keynote in the theatre for the entire faculty!
- Great info. Presentations were educational.
- Eye-opening, dynamic, sensitive, presentation.
- Enjoyed hearing about program, esp. from students. You need to do more outreach to faculty/staff to encourage more involvement and increase awareness!
- This was an inspirational program that speaks to the hear and mind. Helped us to remember our deep calling as educators.
- This has been the most empowering and motivating session yet! Need more of these sessions on a regular basis.
- Good session by having the UMOJA participants there to share their experience.
- Students were phenomenal. They're so successful, confident and role models and our future. Excellent program and results speak volumes.
- Very eye-opening and touching. These students are inspiring.

**UMOJA continued**

- Very well presented. History, stats, personal examples and steps toward change. Great program!
- Extremely interesting! Very informative.
- Very inspirational.
- I learned so much!
- There was only 18 minutes that students spoke and less than 5 min. question and answer with majority of time lectured. I would like to see 20 min. to ask questions and answered by students. We want to hear what they need from instructors. Presenter should shorten her speech and allow students to speak more please. Thank you.
- Great!

**Topics for next semester:**

- Follow-ups on these types of efforts.
- Strategies for the classroom. Re: What to do with students with poor basic skills but great motivation.
- Karen for the keynote address!
- You should present this again.

**Intro to Open Educational Resources**

**Tuesday, August 16<sup>th</sup>, 2012**

**10:30 pm-12:00 noon**

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           |       |
| Management     |             |             |        |               |        |           |       |
| Not designated |             |             |        |               |        |           |       |

***Sign-in submitted; no eval forms.***

**Accelerated Curriculum for Basic Skills Education**

**Tuesday, August 16<sup>th</sup>, 2012**

**10:30 am-12:00 noon**

|                   | A=Excellent | B=Very<br>Good | C=Good | D=Not so<br>Good | E=Poor | Not<br>Rated | Total |
|-------------------|-------------|----------------|--------|------------------|--------|--------------|-------|
| Classified        |             |                |        |                  |        |              |       |
| Faculty           | 14          | 4              |        | 1                |        |              | 19    |
| Management        |             |                |        |                  |        |              |       |
| Not<br>designated |             |                |        |                  |        |              |       |

**Comments:**

- Very well done. Love this kind of dialogue.
- Excellent discussion.
- One of the most useful sessions ever!
- Thought provoking. Wish it would have been longer.
- Good discussions.
- Would have liked more time. Much discussion-didn't have time to see video and hear all the info.
- Intriguing, Thought provoking.
- This is a very interesting presenter whose presentation generated thoughtful debate.
- Katie was terrific even under the very rude challenge from certain Math faculty. Very thought provoking and helpful.
- Excellent presenter/managed a challenging crowd well.
- Fascinating. Really good stuff-despite difficult crowd.
- Excellent!
- Very helpful. Outstanding presenter.
- We gave her a tough time but she was very diplomatic and poised and handled the crowd well. Can't say I agree with the idea but I really appreciate her presenting it.
- Interesting. Helpful to open my mind about the possibilities of learning.
- Not sufficiently examined. Data statistical "razzle dazzle" Speed kills.

**Topics for next semester:**

- Repeat this session next year or two after we have data on our course.
- More like this.
- Pragmatic class level pedagogy presentations.
- Let's address it again!
- Yeah! I will be in touch.

**Student Equity**

**Tuesday, August 16<sup>th</sup>, 2012**

**10:30 am-12:00 noon**

|                   | A=Excellent | B=Very<br>Good | C=Good | D=Not so<br>Good | E=Poor | Not<br>Rated | Total |
|-------------------|-------------|----------------|--------|------------------|--------|--------------|-------|
| Classified        |             |                |        |                  |        |              |       |
| Faculty           | 1           |                |        | 1                |        |              | 2     |
| Management        |             |                |        |                  |        |              |       |
| Not<br>designated |             |                |        |                  |        |              |       |

**Comments:**

- I felt that the tools for instructors would have been better defended.
- Good.

**Syllabi**

**Tuesday, August 16<sup>th</sup>, 2012**

**3:00 pm-4:30 pm**

|                   | A=Excellent | B=Very<br>Good | C=Good | D=Not so<br>Good | E=Poor | Not<br>Rated | Total |
|-------------------|-------------|----------------|--------|------------------|--------|--------------|-------|
| Classified        |             |                |        |                  |        |              | 0     |
| Faculty           | 14          | 4              | 1      | 1                | 1      |              | 21    |
| Management        |             |                |        |                  |        |              | 0     |
| Not<br>designated |             |                |        |                  |        |              | 0     |

**Comments:**

- Outstanding
- Excellent presentation!
- Hundred Dollar Bill
- Love the idea of conveying when you “fell in love” with your discipline. Needed more time for practical ideas to implement but handout may address.
- Super job of bringing group together.
- Thought provoking.
- Great. Would like more time to work on it.
- Nice atmosphere!
- Good discussion on how to engage, inspire students. I will use this in making future syllabi.

- He made this class engaging and for the 1st time in 4 years of flex cal, I really feel I have learned info I can apply. He had great energy and presence. A+!
- Expanded my thoughts of adding to my syllabi.
- Handouts were excellent. I like how he took the initiative to film students about their thoughts---would like more actual samples.
- Probably less about a good syllabus than how to present a good first meeting. Discounted the legal obligations of a syllabus. However – still some great information about capturing student’s interest.
- Good activities to stimulate thinking.
- Very helpful presentation. We should have more like these sessions that we can directly apply in our classes.
- Presenter was good and engaging.
- This session was fine but it should be titled “How to inspire students”. The syllabus is a legal contract between instructor and student and adding a lot of touchy feely things to a legal contract is not best. I did not learn one thing about how to write a better syllabus.

**Topics for next semester:**

- Would like to re-visit this in the Spring. Please have Mr. Smith return. Exceptional and very valuable.
- This is the type of program useful for Flex Cal. Most sessions are not interesting or only meet the needs of segments of campus population.

**The Second Chance Program**

**Tuesday, August 16<sup>th</sup>, 2012**

**3:00 pm-4:30 pm**

|                       | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total    |
|-----------------------|-------------|-------------|--------|---------------|--------|-----------|----------|
| <b>Classified</b>     |             |             |        |               |        |           | <b>0</b> |
| <b>Faculty</b>        | <b>2</b>    | <b>2</b>    |        |               |        |           | <b>4</b> |
| <b>Management</b>     |             |             |        |               |        |           | <b>0</b> |
| <b>Not designated</b> |             |             |        |               |        |           | <b>0</b> |

**Comments:**

- Good.
- Good info.
- Interesting concept. Very good and open about their program.

## Integrating Contextualized Teaching & Learning with Basic Skills

Tuesday, August 16<sup>th</sup>, 2012

3:00 pm-4:30 pm

|                | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|----------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified     |             |             |        |               |        |           | 0     |
| Faculty        | 8           | 2           | 1      |               |        |           | 11    |
| Management     |             |             |        |               |        |           | 0     |
| Not designated |             |             |        |               |        |           | 0     |

**Comments:**

- I attended all 3 of Barbara's presentations---excellent!
- Bring her back!
- We need more.
- Very informative – She is a great speaker.
- Thought-provoking, engaging...Well done.
- I loved the idea of opening up to learning communities and shared learning.
- Food for thought.
- Barbara is obviously very knowledgeable about the material. I do wish I had learned something that I could have implemented in my classroom tomorrow.

**Topics for next semester:**

- Not everyone knows what contextualized learning is concerning.
- Workshop – hands on session on this topic.

### Effective Practices in Learning Assistance:

**Butte College's Center for Academic Success (CAS)**

Tuesday, August 16<sup>th</sup>, 2012

3:00 pm-4:30 pm

|            | A=Excellent | B=Very Good | C=Good | D=Not so Good | E=Poor | Not Rated | Total |
|------------|-------------|-------------|--------|---------------|--------|-----------|-------|
| Classified |             |             |        |               |        |           | 0     |

|                       |          |          |  |  |  |  |          |
|-----------------------|----------|----------|--|--|--|--|----------|
| <b>Faculty</b>        | <b>7</b> | <b>1</b> |  |  |  |  | <b>8</b> |
| <b>Management</b>     |          |          |  |  |  |  | <b>0</b> |
| <b>Not designated</b> |          |          |  |  |  |  | <b>0</b> |

**Comments:**

- The only good workshop this year for me.
- Well-prepared; helped to whet our appetite for changes we can make.
- They have a great center. We need one here at Solano.
- Very informative. It illustrated what kind of programs we should be offering at SCC.

COLLECTIVE BARGAINING CONTRACT

Between

Solano County Community College District

And

The Solano College Chapter CCA/CTA/NEA



July 1, 2012

to

June 30, 2015

Governing Board Adopted: May 16, 2012



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**DURATION/REOPENERS**

This Agreement shall be effective in full force and effect from July 1, 2012 to June 30, 2015.

Signed and entered this \_\_\_\_\_ day of \_\_\_\_\_ 2012 (Board action May 16, 2012).

**SOLANO COMMUNITY COLLEGE  
DISTRICT**

**SOLANO COLLEGE CHAPTER  
CCA/CTA/NEA**

\_\_\_\_\_  
Rosemary Thurston  
President, Governing Board

\_\_\_\_\_  
Charlene Snow  
President

\_\_\_\_\_  
Jowel C. Laguerre, Ph.D.  
Superintendent-President

\_\_\_\_\_  
Gene Thomas  
Chief Negotiator

## **ARTICLE 1 AGREEMENT AND RECOGNITION**

**1.1 Bilateral and Binding Agreement:** The articles and provisions contained herein constitute a bilateral and binding agreement, hereinafter referred to as the Agreement, by and between the Governing Board of the Solano Community College District, hereinafter referred to as the District, and the Solano College Chapter CCA/CTA/NEA, hereinafter referred to as the Association.

**1.2 Recognition of Unit and Exclusive Representative:** The Solano Community College District Board of Trustees, hereinafter called the "District", hereby recognizes the Solano College Chapter CCA/CTA/NEA, hereinafter called the "Association" as the exclusive representative for a unit composed of all regular and adjunct faculty (excluding management and classified employees).

**1.3 Determination of Unit:** Determination of the members of the unit shall be undertaken at the first census week of each semester. The District shall furnish the Association with a faculty list by the end of the third week after the first census week.

## **ARTICLE 2 NEGOTIATIONS PROCEDURES**

**2.1 Released Time:** Members of the Association's bargaining team shall be released from their assigned duties and attend negotiating sessions without loss of compensation. Should the legislature allocate funds for reimbursement for released time for planning for negotiating sessions, members of the Association bargaining team shall be released from their assigned duties to plan for negotiation sessions. Substitutes shall be paid at District expense.

**2.2 Scheduling:** All negotiating sessions shall be held between the hours of 8:00 a.m. and 5:00 p.m. unless other hours are agreed upon by both the District and the Association. Negotiating sessions will be held only on contract days as specified in Article 23 unless other days are agreed upon by both the District and the Association. Every effort shall be made to meet within five (5) working days from receipt of a written request by either party. At the first session, the negotiating calendar will be established. There shall be no negotiating sessions during the summer months unless mutually agreed upon by both the District and the Association.

**2.3 Location:** All negotiating sessions shall take place on the campus of Solano Community College and other mutually agreed upon locations.

**2.4 Cancellation of the Meetings:** Either party may cancel a scheduled meeting for cause and with 24-hour notice, if possible. Said meeting shall be rescheduled at the time of cancellation in accordance with paragraph 2.2 above.

**2.5 Information to the Association:** The Association shall be provided, within five (5) working days or a mutually agreed upon time after the submission of a written request from the Association's chief negotiator to the District's chief negotiator, with all materials and data, the provision of which is not precluded by law. When materials are requested which are not readily available in the form requested, the Association shall pay for all staff time and supplies necessary to produce the materials.

### **ARTICLE 3 NON-DISCRIMINATION**

The District will not unlawfully discriminate because of race, color, national origin, religion, sex, sexual preference, age, disability, marital status, national origin, medical condition, membership in an employee organization, participation in the activities of an employee organization or union affiliation, or exercise of the rights contained in this agreement.

## ARTICLE 4 EVALUATIONS

- 4.0** The parties agree to establish an Evaluation Committee composed of three (3) faculty appointed by the President of the Association with approval from the Executive Board and three (3) administrators appointed by the Superintendent-President for the purpose of:
- 4.001 revising the student and faculty evaluation forms and ensuring that the two are consistent with one another;
  - 4.002 including a place on the regular/tenure track faculty evaluation forms for the appropriate Vice President's review and signature but not approval;
  - 4.003 streamlining the guidelines for administering the student evaluation process;
  - 4.004 adapting contract language to implement a student electronic evaluation for online classes that ensures the privacy of the instructor; and
  - 4.005 examining the feasibility of Center Deans conducting evaluations of faculty.

The Evaluation Committee will hold its first meeting in the second week of September 2012 and provide its recommendations to both the Association and the Superintendent-President by Thanksgiving. The parties agree to meet and negotiate the recommendations by March 15, 2013. (Adopted 5/16/12)

**4.1** **Purpose:** The purpose of this Article is to maintain and improve the quality of instruction, counseling and other educational services offered by the District through periodic evaluation of faculty members.

**4.2. Evaluation Procedures:**

4.201 **Contract Faculty:** Each contract faculty employee shall be evaluated by his/her immediate supervisor(s) in writing at least once each year during the four year probationary period and may be evaluated more often as needed. In no event however shall a contract faculty member be evaluated more than twice in any academic year. Within the first five weeks of the semester, the contract faculty employee and the immediate supervisor(s) shall meet to discuss job expectations and the evaluation criteria and process. The supervisor and faculty member may mutually develop first-year goals to be achieved. The immediate supervisor will provide a summary of this meeting in writing to the

faculty member within ten (10) working days of the conference.

- 4.202 Tenured Faculty: Every regular faculty shall be evaluated by his/her immediate supervisor(s) in writing at least once every three years. The evaluation shall take place no later than the end of the academic year in which the evaluation is due. The immediate supervisor(s) or the faculty member shall have a performance evaluation conference if requested by either party. Where the evaluation states that the faculty member is rated lower than “2” in one or more areas (for example for instructors the areas are: (1) Classroom effectiveness and (2) area/departmental responsibilities), the District has the right to evaluate more often as needed. In no event however shall a tenured faculty member be evaluated more than once in any academic year.
- 4.203 Adjunct Faculty: Any faculty member who is employed to work for not more than sixty-seven percent (67%) of the hours per week considered as full-time assignment for regular employees having comparable duties shall be classified as a temporary employee and referred to as “adjunct faculty.” Adjunct faculty shall be evaluated in writing by his or her immediate supervisor each semester for the first two semesters of employment over a two-year period and at least once every six semesters he or she is employed thereafter. If the initial employment period does not include two semesters of employment over the first two years of employment, the evaluation cycle shall revert back to the initial evaluation requirement of the first two semesters over a two-year period (Revised 5-20-09).
- 4.204 Temporary Full-time Faculty: A full-time temporary faculty must be evaluated in writing at least once by the end of the academic year in which he or she is employed.

**4.3 Areas of Instructional Evaluation**: Instructional faculty shall be evaluated on the criteria listed below. If the faculty member performs other assignments such as counseling, librarian duties or coordinator, refer to the evaluation areas for the specific assignment. See specific criteria in evaluation form.

- 4.301 Teaching and Instruction Effectiveness. This area is required for regular and adjunct teaching faculty and other faculty who teach.
- 4.302 Area/Department Responsibilities and College-Wide Service
- 4.303 Professional Development (optional)
- 4.304 Community Service (optional)



#### **4.4 Student Evaluation of Instructors and Counselors:**

- 4.401 Student evaluation shall be a part of a faculty member's evaluation. When evaluating faculty members who teach more than one class, the faculty member shall be entitled to select one class for student evaluation and the immediate supervisor(s) shall select one class. A counselor will be evaluated by a random number of students who have been counseled by the faculty member.
- 4.402 Subsequent student evaluations may be conducted in accordance with 4.401 above if the immediate supervisor(s) is conducting a subsequent evaluation under 4.201 and 4.202.
- 4.403 Student evaluations shall not become the sole basis for any administrative decision to evaluate, terminate, deny tenure, discipline or transfer a faculty member.
- 4.404 Student evaluation form(s) shall be mutually agreed upon by the District and the Association and shall become a part of this Agreement. A narrative form may be substituted for the Scantron response form. The narrative form will be limited for use by 50% of the tenured faculty within a division/department.
- 4.405 General Procedures:
- A. The immediate supervisor's office shall be responsible for managing and coordinating the student evaluation.
  - B. Faculty members to be evaluated by their students in a given semester shall be notified prior to the evaluation taking place.
  - C. To allay student fears, student anonymity shall be protected throughout the student evaluation process.
  - D. The aggregate results of the student evaluation (and the evaluation forms) shall be made available to the faculty member only after all grades for the given semester have been processed.
  - E. Students shall never suffer any retaliation for evaluations or comments on the evaluation form, or for oral or written comments made to administrative evaluators or their designees.
  - F. Student evaluations are to be used as one source of evaluative information by evaluators in writing the formal evaluation of the instructor, a summary of which will be attached to the evaluation.

#### **4.5 Classroom Observations by Supervisor:**

- 4.501 Each evaluation shall be based upon at least one observation. The observation shall include data collection and a post-conference if requested by the faculty member. In the case of an on-line class observation, the dean and the faculty member will mutually schedule at least one observation during which the faculty member will navigate the on-line classroom in the presence of the dean in order to provide access to the secured on-line classroom environment. The dean may request access to all aspects of the on-line classroom contained in the shell. Other than direct line supervisors, the Director of Human Resources, and the Vice President of Technology, no other entry in the teacher's on-line course shell shall be permitted without the teacher's permission. The postconference may be held during an evaluation conference or at another mutually agreed upon time.
- 4.502 Data collection may include a pre-conference between evaluator and the instructor to obtain information which may include but is not limited to lesson plans, course syllabi, and course and class goals, or other information pertaining to the instructor's assignment. In the case of on-line classes, data collection may include, but is not limited to, evidence of regular, effective, faculty-initiated student contact.

**4.6 Areas of Evaluation for Counselors:** Counselors shall be evaluated on the following criteria. See evaluation form for specifics. If the non-teaching faculty member also teaches, the formal evaluation shall also include Areas of Instructional and Student Evaluations. See specific criteria in evaluation form.

- 4.601 Counseling Effectiveness
- 4.602 Area/Department Responsibilities and College-wide Service
- 4.603 Professional Development (optional)
- 4.604 Community Service (optional)

**4.7 Areas of Evaluation for Librarian:** Librarians shall be evaluated on the criteria listed below. If the librarian teaches, the formal evaluation shall also include Areas of Instructional and Student Evaluations. See specific criteria in evaluation form.

- 4.701 Librarian Effectiveness
- 4.702 Area/Department Responsibilities and College-Wide Service

4.703 Professional Development (optional)

4.704 Community Service (optional)

**4.8 Areas of Evaluation for Coordinators:** Coordinators shall be evaluated on coordinator effectiveness. If the coordinator also counsels or teaches, the formal evaluation shall also include the performance evaluation for the appropriate assignment. If the faculty member is 100% coordinator, the evaluation shall also include Area/Department Responsibilities, College-wide Service, Professional Development (optional) and Community Service (optional) as in other evaluations.

**4.9 Required Areas of Non-Teaching Evaluation – Other Faculty Assignments**

4.901 Non-teaching faculty should be evaluated on the job duties and responsibilities included in the job announcement or Governing Board approved job description. If the non-teaching faculty member also teaches, the formal evaluation shall also include Areas of Instructional and Student Evaluations.

4.902 Required Areas of Evaluation:

- A. Specific criteria to be developed by the supervisor based on the job announcement or Governing Board approved job description and in consultation with the Division faculty, if applicable. Criteria to be patterned after other faculty evaluation tools and shall include the themes listed below. The evaluation tool must have approval of the appropriate vice president and the Director of Human Resources.
- B. Work attitudes
- C. Competency
- D. Initiative
- E. Attitude toward students
- F. Overall effectiveness
- G. Area/Department Responsibilities and College-wide Service
- H. Professional Development (optional)
- I. Community Service (optional)

#### **4.10 Components of the Formal Written Evaluation:**

- 4.1001 Significant data regarding mitigating factors which may influence job performance.
- 4.1002 Based in terms of observable or verifiable behavior or information.
- 4.1003 Based only on job-related criteria and factors.
- 4.1004 Based upon data obtained from student evaluations, normal daily operational interactions, classroom visitations, and verifiable student comments and observations. (Student evaluation forms are not to be given to the instructor until final grades are posted whereupon the instructor may make further comments on the evaluation report covering that class(es).
- 4.1005 No anonymous, third-party statements will be included in any evaluation; this provision does not pertain to student comments. (Adopted 5/16/12)
- 4.1006 Narrative comments by both the evaluator and the instructor.
- 4.1007 Contract Faculty: A status report of first-year job expectations will be included in the formal evaluation as an attachment.
- 4.1008 The self evaluation and peer evaluation may be included in the formal evaluation at the option of the faculty member.
- 4.1009 Any recommendations for needs improvement.

#### **4.11 Formal Evaluation Procedures:**

- 4.1101 The formal evaluation forms are those included in the appendix of this agreement unless otherwise developed and approved as indicated in 4.9.
- 4.1102 The evaluator and the faculty member shall sign the formal evaluation. The faculty member's signature indicates only that he or she has read the contents of the evaluation.
- 4.1103 If the faculty member does not sign the formal evaluation, the evaluator will forward the original with his/her signature and date with a cover letter indicating the faculty member did not respond. The evaluator will give a copy of the letter and evaluation to the faculty member.

4.1104 The original copy of each formal evaluation (and any related substantiating information) shall be forwarded to the Human Resources Department in a timely manner for inclusion in the faculty member's personnel file.

**4.12 Peer Evaluation:** If the faculty member chooses to have a peer evaluation, he/she shall notify the immediate supervisor, in writing, during the first four weeks of the evaluation semester. The peer evaluator will be mutually agreed upon between the faculty member and the supervisor. The evaluation for instructional faculty will include at least one classroom visitation and will be based on Teaching and Instruction Effectiveness (4.301). The faculty member has the option of including or not including the peer evaluation form in the formal evaluation.

**4.13 Faculty Self-Evaluation:** The faculty at his/her option may complete a self-evaluation and submit it to the supervisor in conjunction with the preparation of the evaluation by supervisor as delineated in Instructional and/or Non-Instructional Evaluation areas. The faculty member shall notify the supervisor, in writing, of intent to do a self-evaluation during the first four weeks of the evaluation semester.

## **ARTICLE 5 PERSONNEL FILES**

**5.1** There shall be one personnel file for each faculty member. The personnel file for each faculty member shall be maintained by the District in the Human Resources Department. The file shall consist of records of employment with the District, records of educational advancement, and other work experience pertaining to the status of the faculty member's employment with the District, leave forms, transcripts, recommendations, evaluations, correspondence pertaining to the member, and faculty service area designations.

**5.2** Only materials in the District personnel file shall be used in any proceeding affecting the status of the faculty member's employment with the District. This file shall be the only file used in any disciplinary or dismissal proceeding.

**5.3** A faculty member may inspect his or her personnel file during normal business hours on released time. A faculty member may, upon his or her written authorization, designate a representative to review the file in the presence or absence of the faculty member. Where the member selects an Association representative to review the member's file, the Association and faculty member agree to indemnify and hold harmless the District for any loss or damage whatsoever arising from operation of this subsection insofar as said loss or damage is related to the Association representative reviewing the file. The District agrees to be bound by applicable federal and/or state statutes concerning the privacy and confidentiality of such records and files. Access to the official District personnel file shall be limited to District administrators and supervisors and authorized Human Resources Department staff.

**5.4** The District shall keep a log indicating the persons (other than persons whose duty it is to maintain the files) who have examined a personnel file, as well as the date such examinations were made. No records (except payroll memos, TB reports, transcripts, credentials and faculty service areas) may be copied without the faculty member's written permission. Records shall be kept of any materials copied, indicating the number of copies and the name and address of the person who received said copies.

**5.5** All reviews shall be done in the presence of a management employee or designee who shall be positioned in a manner ensuring confidentiality to the parties and security of the file.

**5.6** Any item placed in the file shall be clearly identifiable as to its source or originator and its date of receipt by the District.

**5.7** Any material placed in a faculty member's personnel file must be signed and dated by the originator and the management person responsible for placing it in the file,

and a copy of all materials shall be given to the faculty member prior to the time of insertion in the personnel file. No anonymous letters or materials shall be placed in a faculty member's personnel file.

**5.8** Only materials related to the faculty member's assigned duties or professional responsibilities shall be placed in the personnel file. In the case of derogatory materials related to a faculty member's assigned duties or professional responsibilities, such material shall not be entered in a faculty member's personnel file unless and until the faculty member is given notice and an opportunity to review, comment, and have such comments attached to the material in question. The faculty member has ten (10) working days to review and comment on any material of a derogatory nature before it is placed in his/her file. If additional time is needed, the faculty member may request a time extension from the Human Resources Department. Once material is placed into the file, a response may be attached at any time.

**5.9** Materials not included in the personnel file include ratings, reports and records obtained prior to employment of the faculty member and any other materials related to application for other positions in the District.

**5.10** Upon the request of a faculty member, a copy of material to which he or she is entitled shall be made for him or her.

**5.11** A faculty member may request, in writing, to have placed in his/her file such material as he/she determines may have a bearing on his/her position as a faculty member. The District will provide forms for this purpose.

**5.12** In accordance with Title V, Section 59023, personnel records are classified as records which must be retained permanently. However, no material in a faculty member's personnel file originated prior to four (4) years shall be used to deny tenure, discipline, evaluate, dismiss or transfer a faculty member unless otherwise required by law.

## ARTICLE 6 DISCHARGE, TENURE, RESIGNATIONS AND SENIORITY

**6.1 Resignations:** Resignations shall be administered in accordance with Sections 87730 and 87731 of the California Education Code. Refer to Board Policy 4240.

**6.2 Discharge:** The discharge of faculty members shall, unless otherwise stated herein, be in accordance with the applicable provisions of the California Education Code; i.e., 87732, 87733, 87734, 87735, 87736, 87737, 87740.

**6.3 Tenure:** The tenure rights of faculty members shall be in accordance with the applicable provisions of the California Education Code; i.e., 87600 through 87615.

**6.4 Seniority:**

6.401 Seniority shall be defined as the length of service with the District. A regular faculty member shall be entered on the seniority list of the District from his or her initial date of regular employment. All regular faculty members with the same initial date of employment shall draw lots for placement on the seniority list. The Human Resources Department shall conduct and keep records of the results of the draw.

6.402 Seniority shall continue to accrue during approved leaves and shall remain static in cases of termination due to staff reduction. For purposes of this Article, any leave granted shall not constitute an interruption of service.

6.403 A regular faculty member shall lose seniority with the District if he or she resigns, or is discharged.

6.404 A regular faculty member shall accrue seniority in accordance with applicable provisions of the Education Code. Adjunct faculty hired before 1967 shall accrue seniority in accordance with the provisions of the "Peralta" decision.



## **ARTICLE 7 REDUCTION IN FORCE AND RETRAINING**

### **7.1 Reduction of Faculty:**

- 7.101 No regular employee shall be deprived of his/her position for causes other than those specified in Education Code Sections 87453, 87467 and 87484, and Sections 87732 to 87739, inclusive, and no contract employee shall be deprived of his or her position for cause other than as specified in Section 87740 except in accordance with the provisions of Section 87463 and Sections 87743 to 87762, inclusive.
- 7.102 Whenever in any school year the average daily attendance (FTE) in all of the schools of a district for the first six months in which school is in session shall have declined below the corresponding period of either of the previous two school years, or whenever a particular kind of service is to be reduced or discontinued not later than the beginning of the following school year, and when in the opinion of the Governing Board of said district it shall have become necessary by reason of either of such conditions to decrease the number of regular employees in said district, the said Governing Board may terminate the services of not more than a corresponding percentage of the certificated employees of said district, regular as well as contract, at the close of the school year; provided that the services of no regular employee, or any other employee with less seniority, is retained to render a service which said regular employee is certificated and competent to render.

### **7.2 Faculty Service Areas and Competency Criteria:**

#### 7.201 Faculty Service Areas (F.S.A.)

Faculty Service Areas are defined as being synonymous with the minimum qualifications for the discipline listed in Solano Community College Minimum Qualifications Disciplines List and/or the valid California Community College Credential for the discipline.

#### 7.202 Competency Criteria

The Competency Criteria to serve in a Faculty Service Area shall either be satisfaction of the minimum qualifications for the specific discipline as outlined in the Solano Community College Minimum Qualifications Disciplines List or a valid Community College Credential authorizing service in the specific discipline. Any equivalence to the above mentioned criteria shall be made in accordance with the adopted Solano Community College Equivalency Process.

### **7.3 Procedures:**

- 7.301 Notice of such termination of services, either for a reduction in attendance or reduction or discontinuance of a particular kind of service to take effect not later than the beginning of the following school year, shall be given no later than the 15th of March in the manner prescribed in Sections 87740 and 87743 and services of such employees shall be terminated in the inverse of the order in which they were employed as determined by the Board in accordance with the provisions of Sections 87413 and 87414. In the event that a regular or contract employee is not given the notice and a right to a hearing as provided for in Section 87740, he or she shall be deemed reemployed for the ensuing school year.
- 7.302 The Governing Board shall make assignments and reassignments in such a manner that employees shall be retained to render any service which their current Faculty Service Area(s), competency criteria, and seniority entitle them to render.

### **7.4 Rights of Terminated Faculty:**

- 7.401 In addition to all rights given to faculty members who have been "laid-off" under the Education Code, such faculty members who qualify for the appropriate Faculty Service Area (FSA) shall be given priority for substitute faculty and new part-time assignments and shall be continued in the medical, dental, and vision insurance group for a period of two (2) years upon advance payment of the monthly premium by the faculty member.
- 7.402 No new faculty assignments shall be made while there are faculty members on layoff status if they possess the appropriate Faculty Service Area for the position, meet the criteria for the position, are available for reinstatement, and present verification of the required qualifications.

**7.5** It is the intention of the parties to this Agreement that all provisions of the Education Code with respect to seniority and reduction in force shall apply under this contract.

**7.6** The District shall initiate negotiations with the Association with respect to the impact of any faculty reduction when the district realizes the probability of layoffs and before the District mails out notices recommending the non-renewal of any faculty member.

**7.7 Opportunities to Suspend or Reduce Programs in Lieu of a Reduction in Force:**

7.701 The purpose of the procedures set forth below is to provide an opportunity for voluntary leaves of absence for retraining if a particular program or service is in jeopardy of a suspension or reduction. Tenured track faculty may request participation, but are not required to do so. In the event faculty do not request one of the opportunities listed below, they may pursue other opportunities such as: retirement, STRS reduced workload, resignation, or permanent reduced assignment to less than full-time.

7.702 Retraining Opportunities:

The impacted faculty may request one or a combination of the following options within thirty (30) days of official written or oral notification that his/her discipline program is being suspended or reduced:

- A. Reassignment to teach other disciplines in which they are qualified and competent to render service and where assigned duties are available. If this reassignment jeopardizes another program or service, the retraining opportunities would apply to the affected employee(s).
- B. Willingness to be retrained in a new discipline, program or service with mutual agreement between the Vice President of Academic Affairs or Student Services and the faculty member. The faculty member may have an Association representative present at discussion meetings.
- C. Reduction in assignment to teach fewer classes or reduced services if such is available.\*
- D. Request a full or partial sabbatical leave to be retrained in another available discipline.\*
- E. Request a partial leave of absence to be retrained in a new available discipline while also teaching/serving in primary discipline(s).\*
- F. Request a partial leave of absence to update currency in an available discipline for which the employee is already qualified to teach.\*

\* Faculty who teach a reduced load under any of these options, shall be paid

at their regular contract rate for that portion of a full assignment which they retain and will continue to be regarded as occupying one full-time equivalent position. All assignments must have the approval of the District.

7.703 Reassignment Agreements:

- A. In the event there are two or more faculty on a one-semester or full year leave for the purpose of retraining, the Association agrees to reduce the number of sabbatical leaves by one. All other retraining leaves are the responsibility of the district. No single full-time retraining leave of two semesters or less will reduce the number of sabbatical leaves by more than one in that two semester time period; however, if a full-time retraining leave requires more than two semesters to complete and there are any other full-time retraining leaves granted in that third semester, the Association agrees to reduce the number of sabbatical leaves by one in that third semester.
- B. Faculty requesting a full or partial leave of absence to be retrained in one discipline while teaching in another discipline or to update currency in a qualified discipline shall submit a written request to the Vice President of Academic Affairs or Vice President of Student Services. The Vice President will meet with the division Dean/Department Manager, the faculty member, and an Association representative to discuss the request and to develop a plan to include but not limited to: identification of the retraining discipline; identification of the retraining goal (certificate, degree, etc. that will provide new FSA); delineation of the coursework to be completed with the anticipated timelines; identification of faculty member(s) in the new discipline to be observed by the faculty member, if applicable; how the released time for retraining will be used (in part) to be balanced against current load requirements; the dates of submission of regular progress reports to the appropriate Vice President; and satisfactory performance in the retraining activity.
- C. The plan to be retrained in a new discipline will include but not be limited to the faculty member's educational preparation, the coursework required to be retrained in the new discipline, the time within which the coursework and any other training is to be completed, and the district's educational program needs.
- D. Each reassignment request will be reviewed and discussed on a case-by-case basis by the Vice President, division Dean/department manager, faculty member and Association

representative. The plan will be implemented and confirmed in writing by the District and the faculty member without establishing a precedent.

- E. If the retraining program cannot be completed for reasons beyond the faculty member's control, he/she may request an extension of time from the District. Each request will be reviewed on a case-by-case basis. However, if the employee is not interested in an extension, he/she will reimburse the District for the costs (salary and benefits costs) of the retraining as outlined in the agreement. All extensions must be in writing.
- F. The faculty member will receive full health and welfare benefits during any leave taken for purpose of retraining.
- G. Faculty failing to complete the agreement may be subject to a reduction in force.

## **ARTICLE 8 TRANSFERS**

### **8.1 Definitions:**

8.101 Transfer: A change in assignment from the faculty member's assigned discipline in one division/department to another discipline in another division/department or change in work location with the employee's consent.

8.102 Involuntary transfer: A change in assignment from the faculty member's assigned discipline in one division/department to another discipline in another division/department or change in work location without the employee's consent.

### **8.2 Job Postings:**

8.201 The District shall post a notice of regular job vacancies on bulletin boards in prominent locations in each building. The job announcement shall be posted for a period of ten (10) full working days during which time employees may request a voluntary transfer to a new discipline.

8.202 Regular faculty members requesting a transfer who meet the minimum qualifications for the position, submits a request for consideration and other documents as requested in the job announcement, shall be interviewed for the position.

8.203 Regular Faculty Job Postings

A "day" for the purpose of this article is defined as "a day the College is open for business" (instructional calendar).

### **8.3 Involuntary Transfer:**

8.301 Involuntary transfers shall be made when required by management. The District shall notify the Association when this article will be utilized, explain the need and the terms and conditions, and the need for retraining of faculty if such a need exists.

8.302 The District shall request faculty members volunteer to fill available vacant positions prior to involuntarily transferring a qualified faculty member.

8.303 Faculty members to be involuntarily transferred shall have the right to

indicate preferences from the list of vacancies, if any.

- 8.304 When making an involuntary transfer, the District shall give first consideration to the most senior faculty member's preference from the vacancies, if any.
- 8.305 All involuntary transfers shall be considered on the basis of meeting the minimum qualifications for the discipline.
- 8.306 Retraining Opportunities: Faculty who meet the minimum qualifications but do not have demonstrated competence in the subject field shall be given an opportunity to increase his/her competence by being provided with released time to take coursework in the subject area to be taught. The amount and duration of the released time shall be determined by the Vice President of Academic Affairs or Student Services, as appropriate, in consultation with the faculty member and the Association representative. If approved, any released time authorized under this article, shall include a written agreement between the parties to outline the released time program. The agreement shall include a commitment by the faculty member to continue his/her service at Solano College for a specified time as agreed upon.
- 8.307 No involuntary transfers shall be made in an arbitrary, capricious or discriminatory manner, and shall not be used for punitive or disciplinary reasons.

## **ARTICLE 9 UNIT STABILITY**

- 9.1** Prior to establishing any new faculty positions, the District shall meet and discuss such new positions with the Association. In the event of disagreement, the parties shall jointly petition the PERB for unit clarification or modification.
  
- 9.2** Job descriptions for new faculty positions and released/reassignments will be developed by management with input from CTA.



## **ARTICLE 10 RETIREMENT**

**10.1 Retirement System:** All faculty members shall participate in the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS) pursuant to applicable rules and regulations of the STRS or PERS. A faculty member shall have deducted from his or her payroll warrant that percent of eligible wages specified by STRS or PERS for employee contributions. The District shall pay that percent of eligible wages specified by STRS or PERS for the employers.

**10.2 Reduced Workload with Full Retirement Credit:** A faculty member who meets all legal eligibility criteria may elect to reduce his or her workload by up to one-half of a full-time assignment. The faculty member shall be paid a pro-rated salary based on that percent of his or her actual workload bears to a full-time workload. Employees who serve under this plan shall be given the same consideration as regular employees in regard to class assignments, scheduling, and class size.

10.201 STRS Credit: The faculty member shall receive the STRS/PERS service credit that he or she would have received if he or she had continued as a full-time employee. The faculty member's STRS/PERS retirement allowance shall be based on the salary the said faculty member would have received if employed on a full-time basis. Therefore, the faculty member and employer shall both contribute to the State Teachers' Retirement Fund the amount each (separately) would have contributed if the faculty member had continued to work on a full-time basis.

10.202 Benefits: Faculty members on the reduced workload full retirement credit program shall receive fringe benefits on the same basis as full-time faculty members.

10.203 Return to Full-time Employment: A faculty member may elect only once to return to full-time employment and remain therein until he/she retires. The faculty member's reinstatement shall become effective at the beginning of the following school year as a full-time employee, or he/she may apply for any vacant position for which he/she is qualified. If the faculty member chooses to return to full-time employment, he/she shall be returned to his/her permanent status with all rights, privileges and benefits, including tenure, seniority and service.

### **10.3 STRS/PERS Retirement:**

10.301 A retired employee shall be defined as one who has retired for service or disability and who is eligible for and is receiving a retirement allowance from the State Teachers' Retirement System or Public

## Employees' Retirement System.

- 10.302 All regular faculty hired after July 1, 2004 will be eligible for ten years of District-paid medical benefits not to exceed the two-party CalPERS premiums except for PERSCare as specified in Article 21.101 after 15 years of services to Solano Community College District.

Regular faculty hired before July 1, 2004 with ten (10) or more years of service to the District who submit a letter by October 1 in the academic year the member plans to retire shall continue to receive District-paid medical benefits not to exceed the two-party CalPERS premiums except for PERSCare as specified in Article 21.101 for ten years as noted below. The health and welfare plans offered to retirees shall be the same as that offered to active employees, except for the dental plan, to the extent permitted by the health plan organizations.

To provide the ten (10) years of benefits to retirees under CalPERS, the District will set up a Health Reimbursement Account (HRA) for each retiree.

Effective on July 1, 2012, any faculty who has been employed fifty (50) years or more of creditable service with the District shall be entitled upon retirement to the minimum health employer contribution set by Public Employees' Medical and Hospital Care Act (PEMHCA). This eligibility requirement of fifty (50) years of service is not applicable to any retiree who retired before July 1, 2012. All members who have retired before the effective date of this memorandum are eligible for the minimum health employer contribution. Nothing in this section affects or requires a change to the District's health benefits contribution to active employees and early retirees as defined in this agreement. This understanding shall apply only if the District elects to participate in the CalPERS insurance program and if the CalPERS program continues to mandate the vesting requirements herein.

Except in cases of extreme hardship as determined by the District, employees submitting their letters of retirement prior to October 1 will receive the following:

- A. District-paid health plan for employee and dependent except for PERSCare as specified in Article 21.101.
- B. District-paid vision for employee only
- C. A retirement bonus of \$250 per year of service with the District to a maximum of 25 years OR District-paid contributions for employee

and spouse in the dental plan for a period of ten (10) years, subject to the rules and regulations of the contracts with the dental organization. The dental plan will have an annual maximum of \$1,500 and will not include orthodontia benefits.

- 10.303 Those retired regular faculty members employed prior to July 1, 1995, and who upon retirement participate in a Medicare medical plan that provides a reduced premium the cost of which for the District exceeds the cost of Medicare Part B are eligible for Medicare Part B premium reimbursement from the District for ten years immediately after retirement.
- 10.304 Those retired regular faculty members employed after July 1, 1995 receiving District-paid benefits under 10.302 who participate in a Medicare medical plan that provides a reduced premium the cost savings of which for the District exceeds the cost for Medicare Part B are eligible to receive Medicare Part B premium reimbursement from the District for five years immediately subsequent to retirement.
- 10.305 The reimbursement process will be determined by the District. Reimbursement will not include premium payment for Medicare Part A or other Medicare costs (such as deductibles or additional premiums as a result of changes in the Medicare system), or any premium surcharges occurring as a result of the timing of enrollment in Medicare
- 10.306 As a condition to receiving District-paid medical benefits under section 10.302, retired faculty and spouse will be required to enroll in Medicare A and B, if eligible.

**10.4 Status of Benefits Subsequent to Retirement:** The status of benefits are determined by the CalPERS Health Benefits Program.

- 10.401 Should any retiree die before the District-paid benefits expire, the surviving spouse may continue in the plans for the duration of the District-paid benefits.

**10.5 Adjunct Faculty Retirement:** An adjunct faculty member has the option of participating in either the Defined Benefit or Cash Balance plans offered by the State Teachers' Retirement System in accordance with the rules, regulations, and laws governing the State Teachers' Retirement System.

## **ARTICLE 11 SABBATICAL LEAVE**

**11.1 Purpose:** The purpose of sabbatical leaves is to provide the opportunity for faculty members to improve those professional skills which will benefit the students and the District. In addition, the concept of sabbatical leaves is to provide an opportunity for the faculty member to participate in educational activities away from the District that will renew and revitalize the faculty member's contribution to students and the District.

**11.2 Number of Leaves and Duration:** The Sabbatical Leave Committee may recommend up to four sabbatical leaves each academic year. One of the leaves will be provided for retraining as a first priority initiated by the administration. The remainder of the leaves will be based on the criteria identified in 11.9 below. If no retraining leaves are requested, all leaves will be granted in accordance with the agreement.

In the event there are two or more faculty on a one-semester or full year leave for the purpose of retraining, the Association agrees to reduce the number of sabbatical leaves by one. See 7.703.A for further information.

**11.3 Eligibility:** Sabbatical leaves may be granted to any full-time regular faculty member who has been employed for at least six (6) consecutive years as a full-time faculty member preceding the effective date of the leave. Leaves of absence without pay shall not be considered in the computation of years of service; however, it shall not interrupt the counting of consecutive years of service.

**11.4 Application:** Application for sabbatical leave must be made in writing on the form provided and submitted to the Sabbatical Leave Committee no later than October 1, in the school year preceding the proposed leave period. If there is not a sufficient number of eligible applicants (2%) by the October 1 deadline, the Vice President of Academic Affairs will send out a notice to faculty extending the deadline for ten (10) working days. No more than one sabbatical leave shall be granted to an individual in any six (6) year period unless there are insufficient eligible applicants in any year and the request is based on either new technology or new district approved educational programs. Application packets will be available in the Office of Academic Affairs during the academic year.

**11.5 Recommendation by Sabbatical Leave Committee:** A Sabbatical Leave Committee shall be established each year to review and recommend sabbatical leave applications according to the following procedures:

- 11.501 The Committee shall be composed of three regular faculty members chosen by the Association and two management members chosen by Management plus the Vice President of Academic Affairs. The Vice President of Academic Affairs shall be a permanent member of the Committee.

- 11.502 Each year during September, the Vice President of Academic Affairs shall convene the Committee which shall elect a chairperson. The Sabbatical Leave Committee shall determine the eligibility of each applicant for sabbatical leave. The Committee shall thoroughly study and review each application and make its recommendations, in writing, to the Superintendent/President not later than the second week in November.
- 11.503 The number recommended shall not exceed the number of sabbatical leaves available. The report shall include a listing of all candidates along with a brief statement of reason for selection and/or non-selection.
- 11.504 Should one or more of the recommended candidates decide to decline the leave, additional recommendations shall be sought from the Sabbatical Leave Committee for replacements.

**11.6 Confirmation of Sabbatical Leaves:**

- 11.601 On or before the first Governing Board meeting in December, the Superintendent/President shall submit his/her endorsement of the list of sabbatical leave applicants to the Governing Board.
- 11.602 The Governing Board shall confirm the sabbatical leaves to be granted for the ensuing academic year not later than its first regular meeting in January.

**11.7 Return From Leave Report:** Within one academic year after the return from leave, a faculty member shall provide and discuss a written report to the Superintendent/President and the Governing Board in accordance with the guidelines established by the District and Association.

**11.8 Compensation and Fringe Benefits:**

- 11.801 Faculty members shall receive full salary while on sabbatical leaves of one semester duration. Seventy-five percent of the annual salary shall be paid for sabbatical leaves of two semesters. The faculty member shall continue to receive all health and welfare benefits during his or her leave.
- 11.802 Faculty members may elect to receive full STRS service credit for sabbatical leave by paying both their own and the District's contribution for the difference between their sabbatical leave salary and their normal earnable salary.

- 11.803 Faculty members on sabbatical leaves do not accumulate sick leave credit for the period of sabbatical leave.
- 11.804 Sabbatical leaves shall not constitute a break in service.
- 11.805 Faculty members on sabbatical leave shall receive such automatic increases in salary as would have been received had he or she remained in active service and shall be subject to the salary schedule in effect at the time of his or her return. Upon his or her return to employment, a faculty member may count toward placement on the salary schedule credits earned for professional improvement during his/her leave. The leave shall be considered as time in service in the District for salary schedule purposes.
- 11.806 Any sabbatical related compensation in excess of 100 percent of the employee's salary on the Regular Faculty Salary Schedule for that year must be reported in writing to the District and will be deducted from the District's contribution.

**11.9 Unranked Criteria Used to Evaluate and Recommend Sabbatical Leave Applications:**

- 11.901 Feasibility of stated sabbatical leave purpose with reference to its definition, scope, and the probability of its successful completion during the time period specified.
- 11.902 Relative benefits to College, students, and District compared to other sabbatical leave applications.
- 11.903 Specific benefits to College and/or applicant's department/division in terms of:
  - A. Generating new courses.
  - B. Acquisition of relevant new knowledge and subject matter that will directly enhance and/or modify existing courses.
  - C. Acquisition of new and/or improved instructional techniques, training skills and other innovations.
- 11.904 Probable value in terms of aiding and/or improving applicant's execution of assigned professional duties.

**11.10 Required Service After Sabbatical Leave:** In accordance with Education Code 87770, every faculty member, as a condition of being granted a sabbatical leave, shall agree in writing to render a period of service in the employ of the Governing Board of the District following his or her return from the sabbatical leave which is equal to twice the period of the leave. If the faculty member fails to comply with this section, the District may charge the affected faculty member the prorata share of the District's costs for salary and benefit costs.

**11.11** In accordance with Education Code 87771, if the faculty member does not serve the entire period of the sabbatical leave, the amount of compensation paid for the sabbatical leave shall be reduced by an amount which is equal to the prorata share of the total compensation of the time not served.

**11.12** The Governing Board and the District shall not be liable for any compensation or damages resulting from the death or injury of any faculty member on sabbatical leaves pursuant to/in accordance with Education Code 87775.

**11.13 Rules Governing Ownership for Intellectual Property Produced on Sabbatical Leave**

11.1301 General Policy Statement: Copyright is the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. It is the policy of the District that all rights in copyright of works produced by employees on sabbatical shall remain with the employee/creator unless the work is a work-for-hire (and copyright vests in the District under copyright law), is supported by a direct allocation of funds of the District for the pursuit of a specific project, is commissioned by the District, makes significant use of District resources or personnel, or is otherwise subject to contractual obligations.

11.1302 Patent and Copyright Agreement: All faculty, staff and other employees, as well as non-employees who participate or intend to participate in teaching and/or research or scholarship projects in the District are bound by this policy.

11.1303 Books, Articles and Similar Works, including Unpatentable Software: Except as stated in this policy, the District does not claim ownership to pedagogical, scholarly, or artistic works, regardless of their form of expression. The District claims no ownership of popular nonfiction, novels, textbooks, poems, musical compositions, unpatentable software, or other works of artistic imagination which are not institutional works and did not make significant use of District resources or the services of District employees working within the scope of their employment.

11.1304 Institutional Works: The District shall retain ownership of works created as institutional works. Institutional works include works that are supported by a specific allocation of District funds or that are created at the direction of the District for a specific District purpose. Institutional works also include works whose authorship cannot be attributed to one or a discrete number of authors but rather result from simultaneous or sequential contributions over time by multiple faculty and students. For example, software tools developed and improved over time by multiple faculty and students where authorship is not appropriately attributed to a single or defined group of authors would constitute an institutional work. The mere fact that multiple individuals have contributed to the creation of a work shall not cause the work to constitute an institutional work.

11.1305 Use of District Resources: District resources are to be used solely for District purposes and not for personal gain or personal commercial advantage, nor for any other non-District purposes. Therefore, if the employee/creator of a copyrightable work makes significant use of the services of the District non-faculty employees or District resources to create the work, he or she shall disclose the work to the President of the College and assign the title to the District. Examples of non-significant use include ordinary use of desktop computers, District libraries and limited secretarial or administrative resources. Questions about what constitutes significant use should be directed to the Vice President of Academic Affairs.

11.1306 Determinations of Ownership and Policy in Unclear Cases: Questions of ownership or other matters pertaining to materials covered by this policy shall be resolved by the Vice President of Academic Affairs.

11.1307 Assignments: No assignment, license or other agreement may be entered into or will be considered valid with respect to copyrighted works owned by the District except by an official specifically authorized to do so.

Questions regarding licensing and royalty sharing should be addressed to the Office of the Vice President of Academic Affairs.

11.1308 Explanation of Terms:

A. Copyrightable Works

Under the federal copyright law, copyright subsists in “original works of authorship” which have been fixed in any tangible medium



of expression from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. These works include:

1. Literary works such as books, journal articles, poems, manuals, memoranda, tests, computer programs, instructional material, databases, bibliographies;
2. Musical works including any accompanying words;
3. Dramatic works, including any accompanying music;
4. Pantomimes and choreographic works (if fixed, as in notation or videotape);
5. Pictorial, graphic and sculptural works, including photographs, diagrams, sketches and integrated circuit masks;
6. Motion pictures and other audiovisual works such as videotapes;
7. Sound recordings.

B. Works for Hire

“Work for hire” is a legal term defined in the Copyright Act as “a work prepared by an employee within the scope of his or her employment.” This definition includes works prepared by employees in satisfaction of sponsored agreements between the District and outside agencies. Certain commissioned works also are works for hire if the parties so agree in writing.

The employer (i.e., the District) by law is the “author,” and hence the owner, of works for hire for copyright purposes. Works for hire subject to this principle include works that are developed, in whole or in part, by District employees. For example, under Section 11.1305 of this policy, significant use of staff or student employee programmers or District film production personnel will typically result in District ownership of the copyright in the resulting work. Where a work is jointly developed by District faculty or staff or student employees and a non-District third party, the copyright in the resulting work typically will be jointly owned by the District and the third party. In such instances, both the District and the other party would have non-exclusive rights to exploit the work, subject to the duty to account to each other. Whether the District claims

ownership of a work will be determined in accordance with the provisions of this policy, and not solely based upon whether the work constitutes a work-for-hire under the copyright law. For example, copyright in pedagogical, scholarly or artistic works to which the District disclaims ownership under this policy shall be held by the creators regardless of whether the work constitutes a work-for-hire under copyright law. District ownership in a work for hire may be relinquished only by an official of the District authorized to do so by the Governing Board.

#### **11.14 Rules Governing Ownership of Inventions Produced on Sabbatical Leave:**

- 11.1401 The faculty member shall promptly disclose to the District, in writing, all inventions conceived and/or reduced to practice by the employee, either solely or jointly with others, resulting from his or her sabbatical service. The faculty member, unless the District agrees otherwise, shall be obligated to maintain adequate and current written records of any such inventions.
- 11.1402 All inventions which result from the employee's sabbatical service are the sole and exclusive property of the District. The employee shall assign to the District all rights, title and interest in and to all inventions conceived and/or reduced to practice by the employee, either solely or jointly with others, which result from the employee's employment with the District while on sabbatical. "Result from the employee's sabbatical service" shall mean the following:
- A. Inventions developed as part of or in any way connected to the sabbatical project(s); or
  - B. Inventions which came into existence during the sabbatical through the substantial use of any and all District facilities, property, equipment, materials, etc.
- 11.1403 The employee shall remain obligated at all times, upon request, to do all lawful acts, including, but not limited to, the execution of papers under penalty of perjury and the giving of testimony, that in the opinion the District, may be necessary or desirable in obtaining, establishing, maintaining and enforcing the District's rights in the inventions, including, but not limited to, obtaining, sustaining, reissuing, extending and enforcing United States and foreign propriety rights, including letter and design patents and copyrights, on all such District inventions, and for perfecting, affirming, maintaining and recording the District's complete ownership and title thereto, and to otherwise cooperate in other proceedings and matters relating thereto.

**11.15** This article shall not apply to any intellectual property which would constitute “instructional material” under Education Code section 78906.

## ARTICLE 12 SICK LEAVE

**12.1 Notification of Illness:** In case of illness or injury causing absence, the faculty member is responsible for notifying the division office or the Human Resources Department. Upon return from any absence, the faculty member shall complete the absence form and file it with the immediate supervisor. If not filed within five business days, the immediate supervisor will complete the form, send a copy to the faculty member, and send the original to Human Resources.

**12.2 Conditions of Sick Leaves:**

12.201 Whenever a faculty member is absent due to illness or injury, he/she shall receive full salary and fringe benefits for each day of accrued sick leave used.

12.202 At the beginning of each academic year, every full-time faculty member shall earn 12 days of sick leave annually which shall accrue from year-to-year without limit. The sick leave days shall be converted to hours for record keeping purposes (12 days x 8 hours per day = 96 hours).

Sick leave used will be charged against sick leave based on a 40-hour workweek (5 workdays x 8 hours per day) as indicated in Article 19.7, professional workload. Example:

A. Any Five Day Workweek (8 hours per day)

| Schedule       | Absent          | Charged    |
|----------------|-----------------|------------|
| Any 5-day week | Any 5-day week  | 40 hours   |
| Any 5-day week | Any day in week | 8 hours    |
| 3 hours        | 1 hour          | 2.67 hours |
| 4 hours        | 2 hours         | 4.00 hours |
| 5 hours        | 2 hours         | 3.20 hours |

B. Any Four Day Workweek (10 hours per day)

| Schedule       | Absent          | Charged    |
|----------------|-----------------|------------|
| Any 4-day week | Any 4-day week  | 40 hours   |
| Any 4-day week | Any day in week | 10 hours   |
| 3 hours        | 1 hour          | 3.33 hours |
| 4 hours        | 2 hours         | 5.00 hours |
| 5 hours        | 2 hours         | 4.00 hours |

- 12.203 Sick Leave. Adjunct faculty members shall receive 1.2 hours sick leave for each eighteen (18) hours or pro-rata thereof of instruction per semester.
- 12.204 Upon the first day of service performed during the contract year, faculty members shall receive credit for all sick leave which their contract provides.
- 12.205 Unused sick leave shall accrue without limitation and may be transferred to or from any district in California.
- 12.206 Faculty members under contract for less than 100% teaching load shall earn sick leave proportionate to the percentage of full-time contract which they teach.
- 12.207 When necessary, qualified substitutes shall cover the scheduled classes, assignments and/or appointments. They will be compensated at the hourly rate.
- 12.208 All regular faculty members may use a maximum of (6) days of sick leave annually to attend to the illness of a child, parent, or spouse. All adjunct faculty members may use a maximum of one-half (½) of their earnable sick leave each semester for the same purpose.
- 12.209 All faculty members may use accumulated sick leave in cases of serious illness of spouse or child beyond entitlement in 12.208. The faculty member must provide written verification from the ill relative's attending physician of the illness and the need for the faculty member to be absent from duty.

12.210 An instructional faculty member who is sick and is not able to be physically in the classroom, but who performs his/her duties of class preparation for substitutes and/or who grades assignments or examinations given on that day will receive sick leave credit for the work he/she has done for class preparation. The time deducted will correspond to the time missed in class or lab. Faculty members who do not class preparation while ill will not be granted such credit and will have full applicable sick leave deducted as specified in 12.204. This provision is not in effect where the District pays a substitute to assume the faculty member's full responsibilities (e.g., hiring a temporary replacement for a faculty member who is on medical leave). The absent faculty member will need to document the work done.  
(Adopted 5-16-12)

**12.3 Retirement Credit:** Unused sick leave shall be counted as days of service for retirement credit. The District shall pay into the retirement fund the total contributions which would be required for comparable service.

**12.4 Physician's Report:** After an absence of ten (10) business days chargeable to sick leave, the faculty member shall submit a medical release prior to returning to work.

**12.5 Additional Sick Leave:** Without establishing a practice or a precedent, the District may grant a faculty member sick leave in addition to that accrued in anticipation of the faculty member's accruing such leave after his or her return to duties.

**12.6 Family Leave:** Family leave shall be provided in accordance with the state and federal laws. Any amendments enacted by the legislatures shall take affect as provided in the law. Contact the Association and the District Human Resources Department for family leave information.

**12.7 Catastrophic Leave:** Effective with the Fall 2002 semester, faculty may participate in the catastrophic leave program provided to other District employees. See Article 13 for information.

## **ARTICLE 13 LEAVES OF ABSENCE WITH PAY**

**13.1** All leaves of absence must be supported with an absence report form upon return from the leave. Leaves of absence with pay shall be granted by the District for absence during a faculty member's individual contract period as follows:

**13.2 Personal Necessity Leave:** Regular faculty members shall be entitled to use five (5) days of their annual sick leave entitlement for personal necessities. Adjunct faculty will receive one day of personal necessity (the equivalent of the employee's workday) for personal necessity. Personal necessity leave shall be granted upon request of the faculty member. The faculty member shall notify his or her immediate supervisor in advance of his or her intended absence except in the case of death, serious illness or accident.

**13.3 Bereavement Leave:**

13.301 Regular faculty members shall be granted five (5) days paid leave of absence to an employee for the following: 1) Death of employee's spouse, child, mother or father, or foster parent or step parent, 2) Death of other immediate family members if out-of-state travel is necessary or if travel is in excess of 200 miles one way.

13.302 Regular faculty members shall be granted three (3) days of paid leave of absence in the event of the death of other immediate family members if travel is 200 miles or less one way.

13.303 Immediate family is defined as grandmother, grandfather, grandchild, aunt, uncle, son-in-law, daughter-in-law, sister, sister-in-law, brother, brother-in-law of the employee or spouse, foster parent or stepparent of spouse, the parents of the employee's spouse, and any other person living in the immediate household.

13.304 Adjunct faculty will receive bereavement leave as indicated above. However, the three (3) or five (5) days will include any work normally assigned during three or five consecutive instructional calendar days. (For example, an adjunct faculty member is scheduled to work on Tuesday of the five-day workweek. The faculty member is eligible for one day of bereavement leave.)

13.305 Additional days of bereavement leave, if approved, will be deducted from accumulated sick leave.

**13.4 Jury Duty and Witness:** A faculty member who is summoned and reports for jury duty or is subpoenaed and reports as a witness in any judicial hearing shall receive a leave of absence and shall be paid at his or her regular salary rate. A copy of the jury verification form obtained from the court on the reporting day(s) must be attached to the absence report.

**13.5 Extended Illness Leave:** If a faculty member has utilized all accumulated sick leave and is still absent from duties on account of illness or accident for a period of five school months or less, then the amount of salary deducted in any month shall not exceed the sum which was actually paid a substitute or fifty percent (50%) of the salary due the faculty member during the period of absence, whichever is the lesser amount.

**13.6 Industrial Illness or Accident Leave:**

13.601 Eligible members of the bargaining unit who sustain an injury or illness arising directly out of and in the course and scope of their employment shall be entitled to industrial accident or illness leave limited to sixty (60) working days per each incident. This leave shall not be accumulated from year to year. Industrial accident or illness leave shall commence on the first day of absence.

13.602 When a faculty member is absent from his or her duties on account of an industrial accident or illness, he or she shall be paid such portion of the salary due him or her for any month in which the absence occurs as, when added to his or her temporary disability indemnity under Division 4 or Division 4.5 (commencing with Section 6100) of the Labor Code, will result in a payment to him or her of not more than his or her full salary. The phrase "full salary" as utilized in this subdivision shall be computed so that it shall not be less than the employee's "average weekly earnings" as that phrase is utilized in Section 4453 of the Labor Code. For purposes of this section, however, the maximum and minimum weekly earnings set forth in Section 4453 of the Labor Code shall otherwise not be deemed applicable.

13.603 Industrial accident or illness leave shall be reduced by one day for each day of authorized absence regardless of a temporary disability indemnity award.

13.604 Upon termination of the industrial accident or illness leave, the employee shall be entitled to the benefits provided in Sections 87780, 87781 and 87786, and for the purposes of each of these sections, his or her absence shall be deemed to have commenced on the date of



termination of the industrial accident or illness leave, provided that if the employee continues to receive temporary disability indemnity, he or she may elect to take as much of his accumulated sick leave which, when added to his or her temporary disability indemnity, will result in a payment to him or her of not more than his or her full salary.

- 13.605 During any paid leave of absence, the employee may endorse to the District the temporary disability indemnity checks received on account of his or her industrial accident or illness. The District, in turn, shall issue the employee appropriate salary warrants for payment of the employee's salary and shall deduct normal retirement, other authorized contributions, and the temporary disability indemnity, if any, actually paid to and retained by the employee for periods covered by such salary warrants.
- 13.606 The Governing Board may, by rule or regulation, provide for such additional leave of absence for industrial accident or illness as it deems appropriate.
- 13.607 Medical verification of fitness for resumption of duties may be required by the District.

**13.7 Emergency Leave:** Regular faculty members shall be entitled to one (1) day of paid emergency leave per year. When an emergency happens causing absence, the faculty member shall notify his/her division or the District Human Resources Department. Emergency as used in this section means a sudden unexpected happening, or an unforeseen occurrence or condition, or a sudden or unexpected occasion for action.

**13.8 Family Leave:** Family leave shall be provided in accordance with state and federal laws. Any amendments enacted by the legislatures shall take effect as provided in the law. Contact the Association and the District Human Resources Department for family leave information.

**13.9 Catastrophic Leave:** (effective Fall 2002 semester)

- 13.901 Definition: Illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee's family which requires the employee to take time off from work for an extended period of time to care for a family member (spouse, child, parent or other family member living in the household), and taking extended time off work creates a financial hardship for the employee because he or she has exhausted all his or her sick leave and other paid time off.

13.902 Criteria for approval:

- A. A catastrophic illness or injury is one which totally incapacitates the employee from work or totally incapacitates an employee's spouse, child, parent or other family member living in the household.
- B. Catastrophic illness or injury may include, but is not limited to, heart attack, stroke, kidney failure, cancer, incapacitating disease, major surgery and/or treatment for life threatening illness or hospitalization as a result of a severe automobile or other accident.
- C. Any mental stress related illness shall be excluded.

13.903 Eligibility to Receive Catastrophic Leave:

- A. Permanent employee(s) who has previously donated catastrophic leave in the year in which the leave is requested.
- B. Exhaustion of all paid eligible leaves (sick leave).
- C. Catastrophic leave will run concurrently with family leave.

13.904 Requesting Catastrophic Leave:

- A. The employee must complete a Catastrophic Leave Request form, attach medical verification from a licensed physician which defines the catastrophic illness or injury (to include estimated date of return), and submit all documentation to the Human Resources Department.
- B. The employee is entitled to receive all hours donated at the time of solicitation providing the donated leave does not exceed the actual time needed or 6 consecutive months. An employee is eligible to receive no more than 12 months of paid leave to include all paid leaves noted in 13.903.B including catastrophic leave.

13.905 Catastrophic Leave Donation Eligibility:

- A. A donation is granted and accepted on the basis of time for time not to include a dollar value.
- B. Employees must donate sick leave annually.
- C. Donation must be a minimum of eight hours (one day) initially; may be in one hour increments thereafter for special solicitation to a

maximum of 40 hours (one week) for each employee requesting catastrophic leave.

- D. When donating sick leave, the donating employee must maintain a minimum of a two-year entitlement for his/her own illness (24 days = 192 hours).
- E. Donations are irrevocable.
- F. Employees wishing to donate must complete the appropriate form and submit it to the Human Resources Department.
- G. Leave donated and not used by the requesting employee will be banked for future employees.

13.906 Catastrophic Leave Process:

- A. The Human Resources Department will verify the information submitted on the Request for Catastrophic Leave form and will forward a copy to the collective bargaining representative.
- B. The catastrophic leave request will be reviewed by the bargaining unit representative and the Human Resources Department to determine if the criteria have been met.

13.907 Annual Solicitation:

- A. Employee groups who have a catastrophic leave provision in their collective bargaining agreement or policy manual may contribute and receive benefits.
- B. Eligible employees must contribute annually during the open enrollment period which will be the month of September (September 1 through the last working day of the month).
- C. Minimum contribution rate at each annual solicitation is 8 hours (one day).

13.908 Special Solicitation:

- A. After approval of a catastrophic leave request, the Human Resources Department will send a memo to bargaining unit members and other employee groups who have a catastrophic leave provision requesting donations.

- B. The request for donations will not include the recipient's name and must be kept confidential unless permission is given by the employee; other information related to the request will be kept confidential.
- C. A contribution during a special solicitation does not constitute enrollment in the plan.
- D. Employees may donate increments of one hour to a maximum of 40 hours. The donated leave not used by the employee will be banked.

13.909. Termination of Leave:

- A. Donated leave has been exhausted.
- B. Employee has been in paid catastrophic leave status for six (6) consecutive months.
- C. Resignation
- D. Service or disability retirement of the employee.
- E. Death of the ill or injured person.
- F. Notification by the employee that the bank utilization is no longer needed.
- G. All paid leave has exceeded 12 months (13.904.B).

## **ARTICLE 14 LEAVES OF ABSENCE WITHOUT PAY**

**14.1 Eligibility:** Faculty members shall be eligible for leaves of absence under this Article at any time after the effective date of their contract.

**14.2 Application:** A faculty member who requests a leave of absence shall make written application to the College. The application shall state the reason for and the length of the requested leave.

**14.3 Health Leave:** Faculty members may be granted, upon request, a leave of absence without pay for the remainder of the current semester or for a full semester for verified reasons of physical or mental health for themselves or any member of the immediate family. A written verification by the attending physician to the effect that the faculty member or a member of the immediate family justifies such leave is required. The faculty member shall notify the District of the intended return date at least 45 calendar days in advance. The leave request will be considered based on programmatic needs of the college and the needs of students. Leaves granted under this provision may be considered and extended for varying periods based upon a case-by-case analysis of need.

**14.4 Exchange Teaching Leave:** An unpaid leave of absence of not more than one academic year may be granted for exchange teaching.

**14.5 Military Leave:** Faculty will be granted military leave in accordance with the provisions of the California Education Code and of the Military and Veterans Code.

**14.6 Professional Growth Leave:** The College may grant a faculty member an unpaid leave of absence of up to one (1) year for professional development which shall include, but shall not be limited to, additional schooling and/or training, involvement in research efforts, scholarly pursuits, and acceptance of long-term assignments to other higher education institutions, agencies, corporations, foundations, or governments. A faculty member may submit request for extension of professional growth leave.

14.601 The faculty member on such leave shall notify the District of an intended return at least twelve (12) weeks in advance of the anticipated first day of service.

14.602 The faculty member on such leave shall be entitled to return to employment at the end of the leave.

**14.7 Family Leave:** Family leave shall be provided in accordance with state and federal laws. Any amendments enacted by the legislatures shall take effect as provided in the law. Contact the Association and the District Human Resources Department for family leave information.

14.701 **Parental Leave:** A parental leave of absence without pay shall be granted to a faculty member as follows:

A faculty member who is pregnant or is preparing to adopt a child shall be granted, upon request, a leave without pay to begin upon birth of the child and/or upon completion of paid pregnancy disability or actual placement of an adopted child in the home for one (1) year after a child is born or adopted. The employee shall request the leave in writing to the Director of Human Resources and, except in case of emergency, shall give such notice at least thirty (30) days prior to the date on which the leave is to begin. The District may request a copy of the birth certificate of the child. A faculty member who is pregnant may continue in active employment as late into pregnancy as she desires, provided that her physician determines that she is medically able.

14.702 **Paternity Leave:** Upon request, the District shall grant a male faculty member who is or is preparing to be a natural or adopting parent an unpaid leave of absence of up to one (1) year. The faculty member shall notify the college in writing of his desire to take such leave and, except in case of emergency, shall give such notice at least thirty (30) days prior to the date on which the leave is to begin.

**14.8 Other Leaves Without Pay:** The District may grant unpaid leaves of absence to faculty members for reasons not previously mentioned in this article, without establishing a practice or precedent.

**14.9 Legislative Leave:** A faculty member who is elected to the Federal or State Legislature shall be entitled to an unpaid leave of absence for the length of the term or terms of office, not to exceed six (6) years.

14.901 The faculty member on such leave shall notify the District of an intended return at least twelve (12) weeks in advance of the anticipated first day of service.

14.902 The faculty member on such leave shall be entitled to return to employment at the end of the leave.

**14.10 Conditions:**

14.1001 At the expiration of the leave of absence of a faculty member, the faculty member shall be reinstated in accordance with the provisions of the Education Code.

14.1002 No leave of absence when granted to a contract employee shall be construed as a break in the continuity of service required for the classification of the employee unless so provided in the Education Code.

14.1003 A faculty member taking leave of absence under this article may, provided the premiums are paid by the employee in advance monthly, receive during his/her leave all health and welfare benefits, to the extent allowed by the applicable carrier and Joint Powers Authorities (JPA), if any.

14.1004 Notice of intent to return to the District must be received no later than October 1 for the spring semester and April 1 for the fall semester except where otherwise specified in this article.

## ARTICLE 15 GRIEVANCE PROCEDURES

**15.1 Purpose:** To provide an orderly procedure for reviewing and resolving grievances promptly.

**15.2 Definitions:**

15.201 A "grievance" is a written claim by the Association or a faculty member that there has been a violation, misapplication, or misinterpretation of any of the provisions of this Agreement.

15.202 A "grievant" is the person or persons, including the Association or representatives thereof, making the claim.

15.203 A "day" (for the purposes of this grievance policy) is any calendar instructional day.

15.204 The "immediate supervisor" is the first administrator having immediate jurisdiction over the grievant.

**15.3 Time Limits:** It is important that grievances be processed as rapidly as possible within the time limits specified at each level. Every effort shall be made to expedite the process. The time limits may, however, be extended or shortened by mutual written agreement. In the event a grievance is filed at such a time that it cannot be processed through all the steps in this grievance procedure by the end of the academic year and, if left unresolved until the beginning of the following academic year, could result in harm to the grievant, the time limits set forth herein shall be reduced so that the procedure may be included prior to the end of the academic year or as soon thereafter as possible.

**15.4 Procedure:** Anyone filing a grievance shall have tried to solve the problem in an informal way by meeting with his/her immediate supervisor(s) before Level One. Attendance at the informal meeting is normally between the employee and the immediate supervisor but an employee may request Association representation if deemed prudent by the employee with at least one working day's notice to the supervisor. When a grievance is not appropriate to address at Level One, the District and the Association shall mutually agree that the Association may initiate the grievance at Level Two. In this case, the grievance statement shall be submitted at Level Two.

**15.401 Level One**

- A. A grievance must be filed within 30 days after the grievant knew or should have known of the event or situation which gave rise to the grievance. A grievant who files a grievance shall first fill out Level



One of the Grievance Form, have it time-stamped by the Human Resources Department. The grievant shall leave a copy with the Human Resources Department. The Human Resources Department shall be responsible for notifying the grievant's immediate supervisor. The grievant shall provide notification and a copy of the grievance to the Association if the Association is not responsible for filing the grievance.

- B. The statement of the grievance on the Grievance Form must include the following information:
  - 1. The name and position of the grievant.
  - 2. The date on which event or situation which gave rise to the grievance occurred or the date on which the grievant knew or should have known of the event or situation.
  - 3. A statement of facts giving rise to the grievance.
  - 4. Identification of all the provisions of this agreement claimed to have been violated, misinterpreted, or misapplied.
  - 5. The date of the initial submission of the grievance in writing (Level One).
  - 6. The remedy or correction being sought.
- C. The Grievance Form is included in the appendix of this contract. The immediate supervisor shall meet with the grievant and respond to him/her in writing within ten (10) days of receipt of the grievance.

#### 15.402 Level Two

- A. If the grievant is not satisfied with the results of his/her grievance at Level One, he/she may continue to Level Two. The grievant shall fill out and file Level Two of the Grievance Form with the Office of the Superintendent/President within ten (10) days of the written response by the grievant's immediate supervisor. On the same day, a copy of the Level Two Grievance Form must be received by the Association president.
- B. The Superintendent/President or his/her designee shall respond in writing to the grievant and the Association within ten (10) days of the filing of the Level Two grievance.

#### 15.403 Level Three

- A. If the grievant is not satisfied with the disposition of his/her grievance at Level Two, or if no written decision has been rendered within ten (10) days, he/she may request within ten (10) days that

the Association file for binding arbitration. If the Association decides to file for binding arbitration, it must complete Level Three of the Grievance Form and submit it to the Superintendent/ President within fifteen (15) days of the request by the grievant.

**15.5 State Mediation and Conciliation Service:** The Association and the District shall select a mutually acceptable arbitrator. Should they be unable to agree on an arbitrator within ten (10) days of the Association's submission of the grievance to arbitration, the parties shall request a list of eleven (11) arbitrators from the State Mediation and Conciliation Service. The arbitrator shall be selected from the list supplied by SMCS through a process of alternately striking names. A flip of the coin shall determine which party strikes first.

**15.6 Powers of the Arbitrator:** The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning and conclusions on the issues submitted. The arbitrator shall not have the power to add to or subtract from or modify any of the terms of this Agreement. The decision of the arbitrator will be submitted to the District and the Association and will be final and binding upon the parties of this Agreement. All costs for the services of the arbitrator, including per diem expenses, if any, and travel and subsistence expenses and the cost of any hearing room shall be borne equally, by the District and the Association. All other costs shall be borne by the party incurring them.

**15.7 Rights of Faculty Members to Representation:**

15.701 No reprisals of any kind shall be taken by the Board or by any member or representative of the District or College administration against any grievant, any member of the Association, or any other participant in the grievance procedure by reason of such participation.

15.702 A faculty member may be represented at Levels One and Two of the grievance procedure by himself or herself and/or by a member of the Association's Grievance Committee or CTA Executive Board. If a faculty member is not represented by the Association, the Association shall have the right to be present and/or state its views at all stages of the grievance procedures. Should the Association waive its right to be present and/or state its views at any formal level stage of the procedure, the Association shall retain the right to do so at any or all subsequent formal level stage of the grievance procedure.

**15.8 Grievance Records:** All documents, communications, and records dealing with the processing of a grievance shall be confidential, shall be filed in a separate grievance file, and shall not be kept in the personnel file of any of the participants. All records used in this grievance procedure which may have derived from personnel files maintained by the District shall be returned to those files without indication that they had been used in this grievance procedure.

**15.9 Failure to Render a Decision:** Failure to render a decision at any step of this procedure within the specified time limits shall permit the grievance to proceed to the next step.

**15.10 Failure to Appeal:** Failure of the grievant to appeal a decision at any step within the specified time shall constitute a withdrawal of the grievance. Any step or time limitation of the grievance procedure may be waived by written mutual agreement of the District and the grievant.

**15.11 Released Time for Grievance Procedure:** A maximum of four (4) representatives of the Association shall have the right to receive reasonable periods of released time without loss of compensation for the purpose of grievance processing.

## **ARTICLE 16 FACULTY/MANAGEMENT RIGHTS**

**16.1 Consultation:** Individual faculty members shall have the right of consultation with their immediate supervisors.

**16.2 Analysis of Instructional Program:** Faculty members shall be entitled to meet and consult in the analysis and/or evaluation of the instructional programs for their division before such programs are changed or implemented.

**16.3 Capital Outlay:** Association designated division faculty shall be consulted on matters of capital outlay, building improvement, or remodeling, and facilities planning and construction in instances in which such matters directly impact the faculty.

**16.4 Right to an Interview:**

16.401 All adjunct faculty who make application for a regular faculty position shall be granted an interview providing the following occurs: 1) Meets minimum qualifications and 2) submits all documents as requested/required in the job announcement.

16.402 An adjunct faculty member is one who has taught within the current or preceding semester (including summer session) at the time of application.

**16.5 Supervision, Discipline, Evaluation:** No faculty member shall supervise, discipline, or evaluate (except as stated in Section 4.302.B) any other member of the bargaining unit.

**16.6** Both the Association and the District shall have the rights reserved to it by the California Education Code, Government Code, and any other applicable laws.

**16.7 Rules Governing Ownership for Intellectual Property**

16.701 General Policy Statement: The District and the Association have a mutual interest in establishing an environment that fosters and encourages the creativity of individual faculty members. In accordance with this mutual goal, the purpose of this Article is to identify the owners of the copyrights and patents to certain works and inventions that may be created by the faculty members.

16.702 Intellectual Property Agreement: All faculty, staff and other employees, as well as non-employees who participate or intend to participate in teaching and/or research or scholarship projects in the District are bound by this policy.

16.703 Explanation of Terms:

A. “Copyrightable Work” or “Works”: Copyrightable protection subsists in original works of authorship fixed in any tangible medium of expression from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device.

These works include:

1. literary works such as books, journal articles, poems, manuals, memoranda, tests, computer programs, instructional material, databases, bibliographies;
2. musical works, including any accompanying words;
3. dramatic works, including any accompanying music;
4. pantomimes and choreographic works (if fixed, as in notation or videotape);
5. pictorial, graphic and sculptural works;
6. motion pictures and other audiovisual works;
7. sound recordings;
8. architectural works; and
9. compilations, collective works and derivative works.

B. “Invention”: Inventions shall include any discovery, invention, process, composition of matter, article of manufacture, know-how, design, technological development or patentable biological material.

C. “Work-for-Hire”: Work-for-hire shall have the same meaning as provided under 17 U.S.C. § 101 of the Copyright Act except as provided in this agreement. A work-for-hire under the Copyright Act is a “work prepared by an employee within the scope of his or her employment” or a “work specially ordered or commissioned”. The District by law is the “author” of works created for hire, and hence the owner, of works for hire for copyright purposes. Work-for-hire under this agreement shall include institutional works and

work prepared with substantial support by the District. Work-for-hire under this agreement shall not include works which the District disclaims ownership regardless of whether the work constitutes a work-for-hire under copyright law. The District claims no ownership of popular non-fiction, novels, textbooks, poems, music composition, unpatentable software, or other works of artistic imagination which are not institutional works and did not make significant use of District resources or the services of District employees working within the scope of their employment.

- D. “Institutional Work”: *The District shall retain ownership of works created as institutional works.* Institutional works include works that are supported by a specific allocation of District funds or that are created at the direction of the District for a specific District purpose. Institutional works also include works whose authorship cannot be attributed to one or a discrete number of authors but rather result from simultaneous or sequential contributions over time by multiple faculty and students. For example, software tools developed and improved over time by multiple faculty and students where authorship is not appropriately attributed to a single or defined group of authors would constitute an institutional work. The mere fact that multiple individuals have contributed to the creation of a work shall not cause the work to constitute an institutional work.
- E. “Non-significant Use/Support”: Non-significant support consists of resources that are customarily available or provided in the course of the faculty member’s usual assignment. Examples of non-significant support include ordinary use of an office and telephone, desktop computers, District libraries and limited secretarial or administrative resources.
- F. “Substantial Use/Support”: Substantial use of District resources means financial support over and above the cost of the faculty member’s normal compensation, office space, office computer, local telephone use, minimal office supplies and copy services. Examples of substantial support include the cost of providing secretarial, technical, legal or creative services specifically for the creation of a work, as well as the cost or value of the use of expensive District equipment or facilities (such as film, television or recording studio).
- G. “Assignment”: No assignment, license or other agreement may be entered into or will be considered valid with respect to copyrighted works owned by the District except by an official specifically authorized to do so. An assignment is a transfer in copyright or

patent ownership. An assignment must be in writing and signed by the transferor.

- H. “License”: A license means permission to use a work. A “non-exclusive license” is one that gives permission to use a copyrightable work or a patent while that same copyrightable work or patent may also be used by the party who gave the permission and by others to whom permission is also given.

16.704 Copyright Ownership by Faculty Members: Faculty members will own the copyrights to works created by them, with non-significant support from the District, in connection with the courses they teach, or other duties they perform as faculty members while they are employed by the District.

16.705 Copyright Ownership by the District: District resources are to be used solely for District purposes and not for personal gain or personal commercial advantage, nor for any other non-District purposes. The District will own the copyright to any works created with substantial support from the District and any works created as institutional works.

Except as stated in this agreement, the District does not claim ownership to pedagogical, scholarly, or artistic works, regardless of their form of expression. The District claims no ownership of popular nonfiction, novels, textbooks, poems, musical compositions, unpatentable software, or other works of artistic imagination which are not institutional works and did not make substantial use of District resources or the services of District employees working within the scope of their employment. The District will own the copyright to any work created with substantial support from the District.

16.706 Rules Governing Ownership of Inventions Produced by Employees:

- A. Disclosure Requirement: The faculty member shall promptly disclose to the District, in writing, all inventions conceived and/or reduced to practice by the employee, either solely or jointly with others, resulting from substantial support from the District and/or institutional works. The faculty member, unless the District agrees otherwise, shall be obligated to maintain adequate and current written records of any such inventions.

- B. Ownership of Inventions: All inventions which result from institutional works are the sole and exclusive property of the District. Nothing in this article shall prevent an employee from seeking to attain ownership of an institutional work created with

substantial support from the District by offering to negotiate the transfer of ownership from the District to the employee. Inventions produced by employees with non-significant support from the District remain the sole and exclusive property of the employee. The District shall have a non-exclusive license to utilize (otherwise known as a “shop right”) any employee inventions created within the scope of employment but produced with non-significant support from the District.

C. Employee Obligations: The employee shall remain obligated at all times, upon request, to do all lawful acts, including, but not limited to, the execution of papers under penalty of perjury and the giving of testimony, that in the opinion of the District, may be necessary or desirable in obtaining, establishing, maintaining and enforcing the District’s rights in the inventions, including, but not limited to, obtaining, sustaining, reissuing, extending and enforcing United States and foreign propriety rights, including letter and design patents and copyrights, on all such District inventions, and for perfecting, affirming, maintaining and recording the District’s complete ownership and title thereto, and to otherwise cooperate in other proceedings and matters relating thereto.

16.707 Copyright and Patent Registration: Responsibility for registration of copyrights and patents shall lie with the owner of the copyrights and patents.

16.708 Assignments and Licenses: No assignment, license or other agreement may be entered into or will be considered valid with respect to copyrights and patents owned by the District except by an official specifically authorized to do so.

16.709 This article shall not apply to any intellectual property which would constitute “instructional material” under Education Code section 78900.

16.710 The District shall retain a license in any work(s) created and owned by the faculty member upon the faculty member’s separation of employment with the District.

## **16.8 Academic Freedom** (Adopted 5/16/12)

16.801 It shall be the policy of the District to maintain and encourage full freedom for its faculty to teach, research and pursue knowledge as set forth in this Article and applicable provisions of law.

16.802 In the exercise of this freedom the faculty member may, as provided in



the U.S. and California Constitutions and other applicable laws, discuss his/her own subject or area of competence in the classroom, as well as any other relevant and controversial matters, so long as he/she distinguishes between personal opinions and factual information and does not interfere with completing the course content.

16.803 Faculty members shall be free to exercise academic freedom including freedom of investigation, freedom of discussion in the classroom, freedom to select texts and other instructional materials, freedom of assignment of instructional exercises, and freedom of evaluation of student efforts. The District shall not interfere with a faculty member's freedom of speech or use of materials in any teaching assignment, except as allowed by law.

16.804 Faculty shall be free from unlawful harassment or from unlawful interference or restrictions based on political views.

16.805 The District shall not unlawfully inquire into, nor predicate any adverse action upon a faculty member's personal, political or organizational activities or preferences.

16.806 Faculty shall be free from any and all forms of electronic or other listening or recording devices, including digital surveillance of distance education courses, except with his/her express and non-continuing consent except as provided by Article 4.501.

16.807 Personal Freedom

A. The personal life of a faculty member is not an appropriate concern of the District for the purposes of evaluation or disciplinary action unless it prevents the faculty member from performing his/her assigned duties or it calls for discipline under the provisions of the Education Code.

B. A faculty member shall be entitled to the full rights of citizenship and no religious or political activities, or lack thereof, of any unit member shall be used for purposes of disciplinary action.

## 16.9 Due Process/Progressive Discipline

16.901 General Provisions

A. The District may discipline a unit member only for just cause.

B. Discipline shall follow the procedures of progressive discipline

outlined in the provision of Article 16.1003 below.

- C. The District shall base the initiation of these procedures upon credible knowledge of the alleged violation. In no event shall discipline be based upon unsupported complaints and/or hearsay.
- D. Issues or problems relating to the performance of non-instructional duties of all faculty shall be dealt with under this Article.
- E. Disciplinary issues not related to instruction shall not be included in the evaluation.
- F. If a complaint against a unit member may lead to employee discipline, then the provisions of this article shall be followed.

#### 16.902 Representation

- A. At all stages of the disciplinary process, prior to arbitration, a unit member shall have the right, at his/her request, to representation by the Association or to represent himself/herself, or to be represented by any other person of his/her choice, so long as that other person is not a representative of another employee organization.
- B. If the District is notified by a unit member that he/she has elected to be represented by himself/herself or by someone other than the Association, the District shall promptly notify the Association of that fact.

#### 16.903 Progressive Discipline

- A. By April 1 of each academic year, the District and the Association shall make every effort to review, revise, and publish annually a guide for all faculty of common rules, regulations, and statutes that may lead to discipline. This Article does not indemnify faculty against charges and possible disciplinary action that may not be enumerated in the guide or if the guide is not published. The latest edition of the guide will serve as the official publication.
- B. Any discipline shall be based on credible, verifiable knowledge.
- C. The following progressive discipline procedures will be applied, except where the serious nature of the alleged conduct justifies bypassing the steps outlined below. The determination as to whether or not the serious nature of the conduct warranted by

bypassing progressive discipline steps and going directly to a suspension with or without pay shall be submitted directly to Level II of the grievance process. "Without pay" shall mean a unit member's per diem wage, not including medical benefits.

1. Oral Counseling/Warning: The District shall first issue an oral counseling/warning before imposing further discipline. Oral counseling/warning may result in a post-conference summary memorandum. Post-conference summary memorandum will not be placed in the unit member's personnel file; however, the summary memorandum will only be kept in a separate confidential file maintained and accessed only by the Director of Human Resources.

a. Provided there has been no repetition of a similar kind of conduct for a period two years (24 months) following an oral counseling/warning, all records of the oral counseling/warning will be promptly destroyed.

2. Written Warning: Written warnings will not be used unless the unit member has been orally warned about similar actions within two years (24 months) following the date of the last occurrence. Written warnings will not be placed in the unit member's file; however, the summary memorandum will only be kept in a separate confidential file maintained and accessed only by the Director of Human Resources.

a. Provided there has been no repetition of a similar kind of conduct for a period of three years (36 months) following a written warning, all records of the written warning will be promptly destroyed.

3. Written Reprimand: Written reprimands will not be used unless the unit member has received a written warning about similar actions within three years (36 months) following the date of the last occurrence. The unit member will sign the reprimand to acknowledge receipt and a copy may be placed in the unit member's personnel file.

a. The employee may attach a statement of rebuttal which shall be permanently attached to the reprimand.

b. Provided there has been no repetition of a similar kind of offense for a period of four (4) years following a written reprimand, the written reprimand shall be promptly removed

from the employee's personnel file.

The written reprimand shall be removed upon the request of the unit member or the Association.

4. Purging of the files will occur in the absence of further disciplinary issues.

16.904 Suspension and Dismissal: Suspension or dismissal of contract and regular faculty will be conducted in accordance with the procedures provided in the California Education Code section 87660 et seq.

16.905 Statements and Documents

- A. The District shall advise all complainants that retaliation is precluded by Board Policy and Education Code. Faculty shall not engage in acts of retaliation.
- B. The District shall advise complainants that no charges will be filed against a faculty member without credible and verifiable evidence.
- C. The District shall keep all information or proceedings regarding any proposed or actual disciplinary action confidential.

## **ARTICLE 17**

### **CONDITIONS OF EMPLOYMENT**

**17.1 Schedule of Payment:** Faculty members shall have the option to be paid monthly over the entire year or monthly over the first ten (10) months of the contract year. The faculty member shall notify the Human Resources Department by August 15 if he/she wishes to change his/her payment schedule. Employees who begin employment other than the beginning of the contract year shall be paid monthly through May. They may at the time of employment choose the 12-month schedule beginning the following academic year. The first period shall end at August 31, at which time the first salary payment shall be made. Employees may pick up their checks, or have them mailed to a designated address. Paychecks will be available for distribution or automatic deposit no later than 11:00 a.m. of the last working day of the month.

**17.2 Faculty Scheduling:**

17.201 Where off-campus assignments become a necessary part of the responsibilities of the faculty of a division or service area, and sufficient faculty do not choose to work these assignments, the division Dean shall rotate assignments on a seniority basis within the faculty member's discipline.

17.202 Faculty assigned to travel to more than one work site during a workday who use their privately-owned vehicle for transportation shall be reimbursed from their primary work site to a secondary work site and the return trip to the primary work site or residence whichever is closer.

17.203 If a faculty member is assigned to a location other than their primary assignment site and the faculty member is required to use a privately owned vehicle, the District shall reimburse the faculty member for the round trip distance traveled to the off campus site in excess of the round trip distance from the faculty member's residence to their primary work site. The District does not pay mileage costs from residence to campus.

**17.3 Faculty Offices:** The District shall provide reasonable office and work space for use of regular faculty members. Office space and work space shall be provided for adjunct faculty whenever and wherever available.

**17.4 Parking:** The District shall provide a free parking space to accommodate one vehicle for each faculty member in designated parking lots located as nearly as possible to faculty member's offices. Faculty members shall be provided a parking permit for each vehicle used for transportation to and from work.

**17.5 Faculty and Staff Meetings:** Any faculty and/or staff meeting called by the District, management or a division or area shall be scheduled on days within the 175 day calendar as outlined in Article 23.

**17.6 Overnight Respite:** Faculty members teaching an evening class as a part of their regular assignment shall be provided no less than twelve (12) consecutive hours elapsed time between the end of the last regularly assigned class on one day and the beginning of the first regularly assigned class on the following day except as he or she might otherwise agree. Hourly assignments (overload) are not included.

**17.7 Assignment of Course Schedules:** Continuing faculty members shall be notified at least five (5) weeks in advance of a given academic session of their course schedule for the ensuing academic term. New faculty members will be notified of their course schedule upon their acceptance of employment. Each faculty member may meet with his or her immediate supervisor to modify or otherwise alter said schedule if adjustments are necessary during the five (5) week period. All course schedule assignments and changes will be in writing.

**17.8 Safety and Health:** The District shall provide and maintain facilities, equipment, and a general educational environment which does not endanger the health or safety of faculty members. Faculty members shall not be required to work under unsafe conditions or to perform tasks which endanger their health, safety or well being as determined by Cal OSHA standards. In order to ensure safe and healthful working conditions for District employees, all unsafe working conditions shall be reported to the immediate supervisor, the Program Coordinator for the Injury and Illness Prevention Program (Vice President, Administrative and Business Services), or a member of the District Safety Committee.

## ARTICLE 18 ASSOCIATION RIGHTS

**18.1 Orientation:** The Association shall be given the opportunity to have a representative attend and make a presentation at the conclusion of orientation meetings held for new faculty.

**18.2 Distribution:** The Association shall have the right to use designated employee bulletin boards, District mailboxes and mail distribution service subject to reasonable regulation. All materials posted or distributed shall clearly contain Association identification.

**18.3 Meeting Facilities:** The District shall provide meeting facilities for the Association provided space is not otherwise in use. No cost for the use of the facilities will be charged unless extra set up or custodial charges are incurred by the District, in which case the Association shall reimburse the District at cost.

**18.4 Board Minutes:** The District shall furnish the Association with one (1) copy of all official minutes and one (1) copy of each Board agenda "Packet," excluding all confidential information or materials as defined by applicable law.

**18.5 Membership List:** The District shall furnish the Association with a list of names and job titles for all regular and adjunct faculty members no later than the third week after the first census week of each semester.

**18.6 Released Time:**

18.601 Association responsibilities: The District shall grant 80% released time from classroom duties for faculty matters to be determined by CTA for the life of this agreement. CTA shall notify the Vice President of Academic Affairs, in writing, no later than May 1 each year of the assignments for the subsequent academic year. (Revised 5-19-04)

18.602 Academic Senate responsibilities: The District shall grant 80% released time from classroom duties to the following: 50% for Academic Senate President and 30% for Curriculum Committee Chair. (Adopted 5-16-12)

18.603 CTA may request additional released time for the assignments noted above from the respective Vice President of Academic Affairs or Student Services. If the released time is approved, the CTA shall reimburse the District the annual cost of the replacement to include salary and benefits.

**18.7** The Association and the District shall each have the rights reserved to it by the Government Code.

## **ARTICLE 19 WORKLOAD**

**19.0** The parties agree to establish a committee of three (3) faculty appointed by the Association President and approved by the Executive Board and three (3) administrators appointed by the Superintendent-President for the purpose of replacing the activity point workload system with one that is less complicated, manageable, and meets our technology needs. This committee will also determine the feasibility of providing adjunct instructors with rehire rights and examine load limits for regular faculty.

The District and the Association will appoint the committee members by May 15, 2012. The committee will meet in September 2012, provide a progress report by Thanksgiving, and complete its task by February 1, 2013 at which time the committee will provide its recommendations to the Association and the Superintendent-President. The parties agree to meet and negotiate the recommendations by March 15, 2013. (Adopted 5/16/12)

### **19.1 Work Assignments:**

19.101 The District recognizes that there are a number of different kinds of professional responsibilities being performed by members of the unit and that said members may best discharge their professional duties by following varied academic work patterns.

19.102 An instructor contact hour is defined as fifty (50) clock minutes of instruction. No more than one classroom clock hour shall be counted in a sixty-(60) minute clock hour.

19.103 In multiple hour classes, a course will be scheduled to have a ten (10) minute passing period. For example: Tuesday and Thursday, 8 a.m. to 9:20 a.m.; Monday and Wednesday, 9:30 to 10:50 a.m. This schedule pattern maximizes FTEs that may be claimed for these courses.

19.104 All faculty will develop and assess SLOs/SAOs. (Adopted 5/16/12)

19.105 Adjunct faculty may receive two (2) hours of pay per semester to conduct SLO/SAO assessments with support of the dean or other faculty. This compensation will be at Category 3. (Adopted 5/16/12)

19.106 In disciplines with no full-time faculty to create and assess SLOs/SAOs an adjunct faculty member may receive up to five (5) hours of pay per semester with support from the dean or other faculty. This compensation will be at Category 3. (Adopted 5/16/12)



## 19.2 Regular Faculty Instructional Workload:

- 19.201 The classroom teaching workload formula shall be based on the number of weekly teacher classroom contact hours. Using the following course category and point system, the classroom workload for a regular instructor shall be 22.5 points with the following exceptions:
- A. Athletic Coaches: Regular faculty head coaches shall be compensated with released coaching time of eleven hours and regular faculty assistant coaches with nine (9) hours. Regular faculty head coaches and regular full-time assistant coaches shall be given three (3) hours per week released time in their off season for the purpose of recruiting (Revised 5-20-09).
  - B. Regular faculty teaching photography (164, 165, 166, 167) and trade and technical (Aeronautics 102, 105, 106, 107; Auto Body & Repair 100, 101, 102, 103; Auto Tech 130, 131, 132, 133; and Welding 100, 101, 102, 103) classes will teach the extra hours as part of their regular load on a prorata basis (annual salary/175 workdays/8 hours per day = prorata hourly rate).
  - C. The workload change in Category 2 classes from 1.15 to 1.25 will exclude: CIS lab, OT Lab, English 64, 310, 320, ESL 340 and 330, Math Lab, Registered Nursing Lab, Intercollegiate Athletic classes, Speech 50, OC Ed 90 and Physical Education Intramurals.
- 19.202 An instructor contact hour is defined as fifty (50) clock minutes of instruction. No more than one classroom clock hour shall be counted in a sixty-(60) minute clock hour.
- 19.203 The following categories of modes of instruction are recognized and shall be weighted with points to establish equity.
- A. Category 1 courses: Category 1 courses require a minimum of one (1) hour outside the classroom for instructor preparation, evaluation, performance, set-up or breakdown, and rehearsal for each hour of class.
  - B. Category 2 courses: Category 2 courses require less than one (1) hour of instructor time outside class in preparation, evaluations, and facilities set-up or breakdown.
  - C. Category 3 courses: Category 3 courses require less instructor time outside class in preparation, evaluation, facilities set up or

breakdown than Category 1 and 2 courses.

- D. Combination: Courses designated to include a combination of instructional modes may be designated as Category 1 in part, Category 2 in part, and as Category 3 in part.

19.204 The Instructor Load Formula Manual, which lists the categories for all existing classes, shall continue to serve as the basis for class loads. Placement of new classes or changes in categories shall be determined jointly by division members and divisions deans and submitted as part of the course proposal to the Curriculum Committee. These classes shall be added to the list in the Instructor Load Formula Manual when the course is approved. A copy of this manual shall be available in the Vice President of Academic Affairs Office.

19.205 Classroom workload points for the above categories shall be allocated as follows:

- A. Category 1 (one hour per week) = 1.5 points.
- B. Category 2 (one hour per week) = 1.25 points.
- C. Category 3 (one hour per week) = 1.0 point.

19.206 The workload formula does not apply to TV consortium courses.

19.207 Additional classroom workload points shall be used in calculating the workload for instructors who are teaching large lecture classes according to the following scale:

| Number of Students* | Total Contact Hour Points               |
|---------------------|-----------------------------------------|
| 61-80               | 2.0                                     |
| 81-100              | 2.5                                     |
| 101-120             | 3.0                                     |
| 121-140             | 3.5                                     |
| 141+                | Add 1.5 for each additional 20 students |

\*The number of students is defined as the number of students enrolled in the first census week report issued by the Office of Admission and Records. Classes meeting more than one (1) hour per week shall multiply the contact hour points times the number of hours per week that the class meets.

Team taught and learning community classes are excluded.

- 19.208 The teaching load in a team-taught course shall be established according to the degree of involvement of instructors teaching the course as jointly agreed upon by the parties involved.
- 19.209 Faculty assignments shall be made by management in consultation with division faculty; however, management retains the right to make assignments and reassignments of academic faculty.
- 19.210 Assignment of instructors in Category 1 classes may not exceed preparation for three different subjects in any one semester unless the faculty member so agrees. Combined levels of the same subject taught at the same times and days will be considered as one preparation.
- 19.211 A faculty member has the option to teach a reduced load at reduced pay and benefits.
- 19.212 Regular Load, Overloads and Underloads:
- A. No instructor shall be required to have a classroom workload equal to more than 22.5 points in any semester unless he/she agrees. If he/she agrees to work beyond 22.5 points during a semester, an average of 22.5 shall be maintained within a three (3) semester period.
    - 1. In no case shall a regular faculty member's workload and overload per semester include an assignment of more than 13.5 activity points of on-line courses. In the case of regular faculty with a reduced load, on-line assignments shall be limited to no more than 60% of the reduced load.
    - 2. Except as provided in Articles 19.212 (C and D) below, no regular faculty member shall exceed his/her regular load in any given semester by 60% (or 13.5 activity points).
  - B. When a regular faculty member who is teaching an overload and who has one or more of his/her regular classes cancelled, the overload will become a part of his/her regular load for that semester.
  - C. Any overload or underload shall be adjusted within a three (3) semester period.
  - D. Any faculty member who needs to make up an underload will be assigned a regular load plus the underload within his/her discipline

prior to making adjunct assignments.

- E. In the event that such an adjustment cannot be made, he/she shall be compensated or reduced in pay for the overload or underload as follows: on a prorata basis in accordance with his/her placement on the regular faculty salary schedule.
- F. If a regular faculty member does not have a full workload due to cancellation of class(es) and cannot achieve a full load by converting his/her overload class(es) to regular pay, the faculty member shall have the option to be assigned to a part-time hourly class to complete his/her full workload for that semester.
- G. Effective Fall 2000, if the activity points in a specific lecture/ laboratory/activity class creates an overload beyond the 22.5 required activity points, the workload points of that class may be "split" between contract points and overload points. A regular faculty member who is teaching such a class will be paid for the activity points beyond the 22.5 required workload, to be determined as follows: If the class has a combination of categories (1, 2 or 3) all category 1 activity points will be used first to fulfill the required 22.5 workload points. Activity points in categories 2 and 3 will count toward overload compensation. The faculty member will be compensated for category 2 and 3 activity points on an hourly basis, the number of hours as described per week in the Section K course outline.

### **19.3 Adjunct Assignments:**

#### **19.301 Regular Faculty:**

- A. Regular faculty will be contacted for each semester and summer session to inquire of their interest in teaching adjunct/hourly assignments. Interested regular faculty will have first priority. If two or more requests for the same class are received from faculty within the teaching discipline, the assignments will be distributed equitably to faculty by seniority on a rotation basis. This section is not intended, however, to allow a senior faculty member to select all available overload/hourly assignments. The term "class/hourly assignments" shall include overload assignments in counseling and library services.
- B. Adjunct and summer session assignments are not part of the regular workload of faculty.

19.302 Adjunct Faculty:

- A. Adjunct faculty are limited to teaching sixty-seven percent (67%) load each semester (Revised 5-20-09).
- B. Adjunct faculty with prior satisfactory service will be contacted prior to each semester and summer session to inquire of their interest in teaching adjunct assignments prior to outside/off-campus recruitment.
- C. Service in an intersession term maintained by the District shall not count as service allowing a faculty member to acquire regular classification status. (See Education Code section 87474(a)(2).)

**19.4 Class Size:**

19.401 Class size shall be based on equipment limitations, educational considerations, including writing requirements, and safety. (Adopted 5/16/12)

19.402 Faculty within the discipline shall recommend the class maximum for a new course or changes to the maximum for an existing course to the Curriculum Committee. The Curriculum Committee will then forward its recommendation(s) to the Workload Committee comprised of three (3) Association members appointed by the Association President with approval of the Executive Board and three (3) administrators appointed by the Superintendent-President. A majority vote of the Workload Committee shall be required to approve any change in class size. If there is a tie vote within the Workload Committee, the Executive Vice President of Academic Affairs and the President of the Association will make the final decision. (Adopted 5/16/12)

**19.5 Class Cancellation:**

19.501 Classes which reach or exceed a minimum enrollment of 14 students or 60% of the class maximums, whichever is higher, will not be canceled unless actual attendance drops below that number and remains below through the second meeting, whichever occurs later. In addition, management shall base decisions to cancel classes on programmatic and educational decisions. These considerations may include but are not limited to required transfer/vocational courses, new course offerings, classrooms which hold fewer than the allowable maximum, and the number of sections offered. (Revised 5/20/09)

19.502 Courses which are not canceled by the first week of classes or the

second meeting, whichever occurs later, shall remain open throughout the duration of the semester. (Revised 5/20/09)

**19.6 Reader/Tutor Assistance:** Readers will be provided to instructors teaching large lecture classes according to the following schedule:

| Number of Students | Hours                                                 |
|--------------------|-------------------------------------------------------|
| 61-80              | 2/3 hours per week                                    |
| 81-100             | 1 hour per week                                       |
| 101-120            | 1-1/3 hours per week                                  |
| 121-140            | 1-2/3 hours per week                                  |
| 141+               | add 1/3 hour per week for each additional 20 students |

19.601 The remainder of the reader funds made available to divisions and departments will be allocated by the division Dean to faculty on an equitable as needed basis.

19.602 All tutor funds made available to division and departments will be allocated by the division Dean to programs on an equitable as needed basis.

**19.7 Instructor Professional Workload:** The workload of faculty is based on a forty (40) hour workweek.

19.701 Regular Instructor:

- A. Instructional hours: Fifteen (15) to thirty (30) hours a week as specified in Section 19.201.
- B. Five (5) assigned office hours per week. Instructors teaching twenty-three (23) or more hours per week shall have their assigned office hours reduced proportionately so that the combined teaching hours and office hours will not exceed thirty (30) hours per week. Office hours associated with on-line courses may be offered virtually, but shall be held in real time and correspond to the percentage of the faculty member's workload attributable to on-line instruction, rounded to the nearest half-hour. On-line office hours shall be set Monday through Friday between the hours of 7:00 a.m. and 10:00 p.m. or on Saturday between the hours of 9:00 a.m. and 12:00 p.m.
- C. Campus professional activities and preparation hours shall be the

difference between the total of instructional hours plus office hours and twenty-nine (29) hours per week. Campus professional activities include but are not limited to:

1. School meetings (maximum of three hours per month) For each hour a faculty member fails to attend school/department meetings for reasons other than completing professional duties or illness, he/she shall have one hour deducted from his/her leave bank as personal necessity. (Adopted 5/16/12)
  2. Meeting administrative timelines and submission of completed and required documents and reports.
- D. The remainder of the forty (40) hours per week shall be used for professional job-related activities at the discretion of the instructor.
- E. It is anticipated that regular faculty will be assigned a five-day workweek. Nothing in this article shall preclude an instructor from being assigned a workload obligation in other than five days a week. A workload less than the five days will be assigned by management in consultation with the faculty member.
- F. Duty shifts: A faculty member shall not be scheduled to teach a dual day/evening assignment without prior consultation during a scheduled meeting with the division Dean. Dual teaching assignments that vary from five (5) duty shifts per week may be waived by the faculty member or he/she shall be compensated with a commensurate adjustment in duty shifts within three (3) semesters. Where dual assignments become a necessary part of the responsibilities of the faculty member of a division or service area, and sufficient faculty do not choose to work or waive these assignments, the division Dean shall rotate assignments on a seniority basis within the faculty member's discipline. A day duty shift is defined as those classes beginning prior to 4:30 p.m. on a given day and an evening duty shift as those classes beginning after 4:30 p.m. on a given day. No dual day/evening assignment shall be made in an arbitrary, capricious, or discriminatory manner.
- G. Nothing in this article shall preclude assigning different duty shifts other than defined above providing the shift assignments are agreed to by the instructor and the division Dean in consultant with the Association representative.

19.702 Adjunct Faculty:

- A. The professional workload for an adjunct faculty member shall be the actual instructional hours required for courses(s) assigned. No office or campus professional activities are required.
- B. Optional office hours for adjunct faculty: Adjunct faculty may elect to hold paid office hours. Office hours must be requested, in writing, by the faculty within two weeks of the assignment prior to the start of the class(es) to include proposed time and prearranged location. Exceptions will be made for late hires. The office hours scheduled is subject to approval of the division Dean. Office hours for adjunct faculty shall be provided as follows effective Fall 2000.
  - 1. Faculty teaching a 60% to 67% workload are eligible to receive nine (9) paid office hours during the semester. (Revised 5-20-09)
  - 2. Faculty teaching a 40% to 59% workload are eligible to receive six (6) paid office hours during the semester.
  - 3. Faculty teaching 20% to 39% workload are eligible to receive four (4) paid office hours during the semester for Category 1 classes. (Adopted 5/16/12)
  - 4. Office hours are paid at the Category 3 rate of pay. (Adopted 5/16/12)

19.703 Honors

- A. Honors Allocation: The District will contribute \$10,000 annually for honors programs.
- B. Stipend:
  - 1. Instructors who teach honors will be paid a maximum of \$200 per student to a maximum total payment of \$400 per semester subject to the conditions of B.2. in accordance with the following chart:
    - \$200 for 3 units
    - \$132 for 2 units
    - \$ 66 for 1 unit
  - 2. If the number of honors projects exceeds the amount of funds available, pay for qualified projects will be prorated among



faculty based on the number of honors projects each academic year and the number of students per instructor.

3. If all available funds are not used in one year using the above guidelines, the remaining money will be added to the honors program budget in the following year.
4. Instructors will be paid in the June paycheck for any honors work completed in the preceding academic year.
5. The stipend will not be awarded if the student drops the honors class within the first six weeks of the semester.

C. Conditions for Stipend:

1. Honors is considered an overload assignment for a regular instructor and included in a regular load of an adjunct instructor.
2. The maximum workload credit for any instructor teaching honor students cannot exceed 1.5 activity points in any one semester regardless of the number of honors students being served by the instructor. The instructor must work with honors students independently for a minimum of 6 hours for one unit (.5 activity point workload credit); 12 hours for two units (1.0 activity point workload credit); and 18 hours for three units (1.5 activity point workload credit).
3. An instructor will not be paid for students who receive honors credit by working within an instructor's already assigned class or classes.
4. Students must be eligible for honors work in accordance with Curriculum Committee guidelines.

D. Timeline and Process for Approval of Honors Work:

1. The student and instructor mutually agree to work on an independent study project.
2. A contract for work to be completed is developed between the student and the instructor and forwarded to and received by the division Dean for action by no later than the eighth day of the semester in which the work is to be performed. Contracts submitted and/or received by the division Dean after this date will not be eligible for the honors stipend. The contract must

include at least the following: documentation of eligibility of student; learning objectives; work to be employed; method(s) of evaluation; instructor-student meeting schedule; number of students requested plus hours needed to complete them; signatures of student, instructor and division Dean.

3. Division Dean will approve/disapprove proposal by no later than the first day of the third week of classes.
4. Division Dean will be responsible for certifying the completion of honors programs to the Human Resources Department no later than June 1 to be eligible for payment.

**19.8 Counselor Workload:** The professional workload shall consist of thirty (30) hours per week of assigned counseling and/or instructional hours plus ten (10) hours of professional job-related activities to be used at the counselor's discretion. At least one (1) Senator from the Counseling Department shall be able to attend the Senate meeting during FlexCal as will the counseling representative to the Curriculum Committee; this time to be used from the thirty (30) counseling hours. (Adopted 5/16/12)

- 19.801 Counselor-Student Ratio: The counselor-student ratio shall be one counselor for every 600 to 1,000 students served excluding contract and community service courses.
- 19.802 Counselor Assignments: Management may assign counselors to the day, evening, or a combination thereof as a regular part of their counseling duties providing that the hours assigned are consecutive.
- 19.803 Classroom Load Formula: The classroom load formula shall apply to all teaching faculty including student personnel services. The categories for modes of instruction for regular instructional faculty shall be applicable to the counseling faculty. To further clarify the intent, a counselor who teaches a three-credit Category 1 class will use a total of six (6) hours out of their thirty (30) hours of counseling time to meet the obligations of the class. No additional time will be given for the class. Adopted 5/16/12)
- 19.804 Work Year: The work year for counselor shall be 185 workdays as assigned by management. Pay for the ten (10) days over 175 per year shall be paid on a pro-rata basis. The aforementioned 175 days shall be the same as for regular instructors in that counselors are regular academic faculty members.
- 19.805 By mutual consent between management and the counselor, a counselor may volunteer to change, on an annual basis, his/her work

year to other than the aforementioned 175 days on an annual basis. In the event there are more volunteers than needed, the assignment shall be made on the basis of seniority. An alternate work year shall be from July 1 through June 30. When setting the schedule for an alternate work year, the Dean and counselor will take into account both the needs of the students/department and counselor; however, the days selected will be agreed upon by the Dean and the counselor. If an agreement cannot be reached and the faculty member's request is denied for an academic year, the counselor's leave request will be granted the following academic year. For non-traditional counselors, the ten (10) non-work days (see below) cannot be scheduled during the two (2) weeks prior to the first day of classes through the first week of instruction for the fall and spring semesters. Except for the six (6) weeks just noted for fall and spring semesters, up to ten (10) days may be assigned as non-work days from the non-traditional calendar year based on availability of counselors and department needs (i.e., all such counselors will not be on leave at the same time). (Adopted 5/16/12)

19.806 Counselors exercising the option of a reduced workload shall work with the dean to proportionately reduce each component of their workload: instructional days, flexible calendar days, and the 10-prorata days. (Adopted 5/16/12)

### **19.9 Librarians and Learning Resources Center Faculty Workload:**

19.901 Workweek: The workweek shall be thirty-five (35) hours per week plus five (5) hours of job-related activities at the discretion of the librarians.

19.902 Librarians and Learning Resources Center personnel may be scheduled by management to serve during the day, evening or a combination thereof. Nothing shall preclude the librarian in completing his/her assigned workload in an untraditional way. A workload change will be assigned by management in consultation with the faculty member and will be based on programmatic and educational considerations.

### **19.10 Instructor/Coordinators Workload:**

19.1001 Workweek: The regular assignment for instructor/coordinators shall be twenty-five (25) hours plus five (5) office hours plus ten (10) hours of job-related activities at the discretion of the instructor/coordinator.

19.1002 Released Time: Instructor/coordinators shall be released from a portion of their teaching duties to perform their duties as outlined in their job descriptions in the coordinator assignment. The amount of released

time and the duties to be performed shall be determined by management. The equivalent of a three-hour per week class (20%) is eight hours of time to perform the coordinator duties.

19.1003 The number of work experience students assigned to a work experience instructor/ coordinator shall not exceed the legal maximums. The required seminars are a part of the work experience instructor's load.

**19.11 Counselor/Coordinators Workload:**

19.1101 Workweek: The regular assignment for counselor/coordinators shall be thirty hours (30) hours plus ten (10) hours of job-related activities at the discretion of the counselor/coordinator.

19.1102 Released Time: Counselor/coordinators shall be released from a portion of their counseling duties to perform their duties as outlined in their job descriptions in the coordinator assignment. The amount of released time and the duties to be performed shall be determined by management. The equivalent of 20% released time from counseling duties equate to eight hours of service to perform coordinator duties.

**19.12 Enabler/Disabled:** The Enabler/Disabled counselor and counselor/coordinator shall have the same workweek as the counselors except that the counselor/coordinator may be assigned to more off-campus duties in place of on-campus counseling hours.

**19.13 Matriculation Counselors:** The Matriculation Counselors shall be assigned a work year of 185 days between July 1 and June 30 time frame. By mutual consent between management and the counselor, the Matriculation Counselors may volunteer to change his/her work year on an annual basis.

**19.14 EOPS Counselor:** The EOPS Counselor shall have the same workweek as counselors except that the EOPS Counselor may be assigned to other duties and responsibilities described in the job description.

**19.15 Cosmetology Instructor:** The regular workload for cosmetology instructors shall be 17 hours equaling 22.5 activity points, calculated as follows:

19.1501 A full-time Cosmetology instructor's regular workload shall consist of:

- A. Five (5) Category 1 lecture hours (7.5 activity points)
- B. Twelve (12) Category 2 lab hours (15 activity points)

19.1502 Lecture shall be Category 1 and Labs shall be Category 2.  
(Revised 5-20-09)

## **ARTICLE 20 SALARIES**

**20.1 Salary Schedules:** Faculty shall be paid in accordance with provisions of this Article.

**20.101 Regular Faculty Salary Schedule:**

2012 – 2013 Work Year:

The District shall provide a one percent (1%) increase to all Salary Schedules, effective July 1, 2012.

2013 – 2014 Work Year:

The District shall provide a one percent (1%) increase to all Salary Schedules, effective July 1, 2013.

**20.102 Adjunct Faculty Salary Schedule:**

2012 – 2013 Work Year:

The District shall provide a one percent (1%) increase to all Salary Schedules, effective July 1, 2012.

2013 – 2014 Work Year:

The District shall provide a one percent (1%) increase to all Salary Schedules, effective July 1, 2013.

**20.103 Athletic Coaches:**

**A. Regular Head Coaches**

Hourly compensation for time worked beyond contract days for district approved athletics with prior approval of the Dean, PE & Athletics.

1. For football, basketball, softball, baseball, and soccer up to a maximum of forty-eight (48) hours per sport (maximum one semester per academic year).
2. For waterpolo, volleyball, track and field, and swimming up to a maximum of thirty-two (32) hours per sport (maximum one semester per academic year).

**B. Regular Assistant Coaches**

Hourly compensation for time worked beyond contract days for district approved athletics with prior approval of the Dean, PE & Athletics.

1. For football, basketball, softball, baseball, and soccer up to a maximum of forty-eight (48) hours per sport (maximum one semester per academic year).
2. For waterpolo, volleyball, track and field, and swimming up to a maximum of thirty-two (32) hours per sport (maximum one semester per academic year).

C. Adjunct Head Coaches

Hourly compensation for time worked as the instructor of record to a maximum of ten (10) hours a week per sport (maximum one semester per academic year).

Hourly compensation for time worked for district approved athletic activities.

1. For football, basketball, softball, and baseball up to a maximum of forty-eight (48) hours per sport (maximum one semester per academic year).
2. For waterpolo, volleyball, track and field, and swimming up to a maximum of thirty-two (32) hours per sport (maximum one semester per academic year).

20.104 Special Assignment Compensation:

Special assignment compensation for special services rendered such as individual and group examinations shall be earned at the appropriate hourly rate on the Adjunct Faculty Salary Schedule.

**20.2 Initial Placement on the Salary Schedule:**

- 20.201 Definition: Initial placement is predicated on the beginning or first day of employment at Solano Community College District. The expanded interpretation of “initial placement” differentiates between the first day of employment as an adjunct faculty member and the first day of employment as a temporary or regular faculty member. A faculty member employed first as adjunct faculty and subsequently employed temporary or regular faculty would have a total of two opportunities for “initial placement” on the appropriate salary schedule, with the two three-month windows to establish/confirm initial salary placement (once as an adjunct faculty member and subsequently as a temporary or regular faculty member).

- A. The first day of employment as an adjunct faculty member remains the same if not subsequently employed as temporary or regular, meaning one opportunity for initial placement.
- B. Breaks in service do not constitute a change in initial placement for adjunct faculty as referenced in Article 20.204.C.2.
- C. Vocational faculty have one opportunity for selecting academic or vocational placement regardless of status (adjunct, temporary or regular). The placement is irrevocable as referenced in Article 20.202.B.
- D. The opportunity for initial placement must be verified and submitted to the Human Resources Department within three (3) months of date of hire as referenced in Article 20.202.D.

20.202 Evaluation of Credits and Placement on Salary Schedule: Salary placement credit will be allowed for degrees and credits granted by accredited institutions as recognized by either the U.S. Department of Education or the National Council on Post-secondary Accreditation; determination of equivalency of foreign degrees shall be according to the District. A JD Degree granted by an accredited institution will be recognized as an earned doctorate.

- A. In the event that an incorrect salary placement results in an underpayment, the District will issue a supplementary warrant for the amount due the instructor. Should the incorrect salary placement result in an overpayment, the District is required to recover the overpayment in services or the return of the overpayment. Arrangements will be agreed upon between the division Dean and the employee.
- B. Within three months of initial employment, a vocational instructor has the option of being placed on either the vocational schedule or the academic schedule. The decision is irrevocable.
- C. Credits shall be in terms of semester units. Quarter units are multiplied by two-thirds to determine semester units. Units must be granted by an accredited institution as identified in 20.201. Units shall be upper division or graduate units. Lower division courses taken prior to employment that are closely related to the discipline to be taught that were taken after the BA or equivalent degree was awarded may be granted salary placement. The faculty member must contact the Vice President of Academic Affairs for

consideration.

1. Employees must receive a grade of "C" or better or pass/credit to receive credit.
  2. Employees must submit a transcript to the Human Resources Department to verify completion of course work.
- D. Transcripts and verification of experience to determine placement on the salary schedule must be submitted to the Human Resources Department within three (3) months of the date of hire. If transcripts and/or verification cannot be obtained in three (3) months, an extension may be granted by the Director of Human Resources.

20.203 Credits Before Degree: Credit will be granted on the salary schedule for all upper division and graduate courses which were accepted by a college toward meeting the requirements of the masters' degree or an education credential taken during the last quarter or semester prior to the granting of the bachelors' degree providing the units are clearly noted as postgraduate or the applicant must present a statement from the institution to the effect that (1) the above-mentioned program was approved prior to the time the work was taken, and (2) the courses for which advanced standing credit had been approved are listed by title and number.

20.204 Experience Credit:

A. Regular Faculty - Academic Track Placement

1. Full credit for full-time teaching, counseling or librarian experience in public schools and in non-public supported accredited schools will be granted if verified in writing by the prior educational institutions on the district form provided for this purpose.
2. Directly related full-time occupational experience shall be granted for salary step placement. Appropriateness of experience shall be determined by the Director of Human Resources. Faculty must obtain written verification from prior employers on the district form provided for this purpose. The placement is in accordance with the following:



| <b>Experience</b> | <b>Equivalent years of service/step placement</b> |
|-------------------|---------------------------------------------------|
| 2 years           | 1 (step 2)                                        |
| 4 years           | 2 (step 3)                                        |
| 6 years           | 3 (step 4)                                        |
| 8 years           | 4 (step 5)                                        |
| 10 years          | 5 (step 6)                                        |

3. Teaching, counseling, librarian and appropriate occupational experience may be combined for a maximum salary placement of step 10.
4. Effective with the 2001 Fall semester newly employed full-time, regular faculty are eligible to receive salary placement credit for part-time faculty experience. Experience must be from accredited colleges and related to the position hired at Solano Community College District. The faculty member may receive a maximum of three years of step placement for creditable experience approved by the Director of Human Resources as follows:
  - a) Instructor: one year of service credit for 30 semester units (or 45 quarter units) or 700 hours (20 hours per week x 35 weeks)
  - b) Counselor: one year of service credit for 1,110 hours of counseling experience (185 days x 6 hours per day)
  - c) Librarian: one year of service credit for 1,225 hours of librarian experience (175 days x 7 hours per day)

**B. Regular Faculty - Vocational Track Placement:**

1. Vocational instructors who select the vocational placement shall be placed on the faculty salary schedule based on their professional education and vocational/occupational experience.
2. Effective Spring semester 1993, six (6) years of full-time vocational experience will be deducted from the total number of years of full-time experience in the vocational area. Vocational instructors will be allowed credit for full-time vocational experience beyond six (6) years at the rate of (2) years for one

(1) step for appropriate and directly related full-time vocational experience. Appropriateness of experience shall be determined by the Director of Human Resources. Written verification from prior employer(s) will be required on the district form provided for this purpose.

3. Full credit for full-time teaching, counseling, and librarian experience in public schools and in non-public supported accredited schools will be granted if verified in writing by the prior educational institutions on the district form provided for this purpose.
4. Teaching, counseling, librarian, and appropriate occupational experience may be combined for a maximum salary placement of step 10.

C. Adjunct Faculty - Academic Track Placement:

1. Academic adjunct faculty shall be placed in accordance with the Adjunct Faculty Salary Schedule.
2. Experience credit for adjunct faculty hired after January 1, 1992 shall be granted prior teaching, counseling, or librarian experience credit according to the following:
  - a) Credit will be granted for only those credit units taught in an accredited institution of higher education in accordance with 20.202.
  - b) All experience must be verified by letter from accredited institutions in accordance with 20.202 and submitted to the Human Resources Department within three (3) months of date of hire.
  - c) Creditable Experience: It is understood that teaching experience in an institution of higher education is acceptable for placement on the adjunct faculty salary schedule. Job titles such as instructor, professor, or faculty are common titles. Some institutions use different job titles requiring further verification of experience. In this case, the experience must meet the following criteria to receive salary credit: paid experience and not receiving college credit for the teaching assignments; responsibility of an instructor or teacher of record; and responsibility for a classroom activities lab or lecture. Credit will be awarded for the actual

hours served in the performance of the lecture or lab responsibilities only. Instructors who have taught a minimum of 96 hours per academic year (minimum of 48 hours each semester) will receive one (1) year of experience credit on the adjunct faculty schedule. Other more traditional experience criteria are listed below.

1) Instructors: Instructors who have taught a minimum of six (6) credit units per academic year (minimum of three (3) credit units per semester) will receive one (1) year of experience credit on the adjunct faculty schedule. For laboratory instruction without applicable units forty-eight (48) hours equals three (3) units.

2) Counselors: Counselors who have counseled a minimum of twelve (12) hours per week per academic year (minimum of six (6) hours per week per semester) will receive one (1) year of experience credit on the adjunct faculty schedule.

3) Librarians: Librarians who have performed as a librarian a minimum of fourteen (14) hours per week per academic year (minimum of seven (7) hours per week per semester) will receive one (1) year of experience credit on the adjunct faculty schedule.

d. This provision does not apply to any adjunct hourly instructors who are or have been employed by the District prior to January 1, 1992.

D. Adjunct Faculty – Vocational Track Placement:

1. Vocational adjunct faculty shall be placed in accordance with the Adjunct Faculty Salary Schedule (reference Appendix IV-A).
2. Effective Spring semester 1993, six (6) years of full-time vocational experience will be deducted from the total number of years of full-time experience in the vocational area. Vocational instructors will be allowed credit for full-time vocational experience beyond six (6) years at the rate of two (2) years for one (1) step for appropriate and directly related full-time vocational experience up to a maximum of five (5) steps which is equivalent to a total of eight years of full-time experience (four (4) years at 2:1 ratio or the 5<sup>th</sup> step). Appropriateness of experience shall be determined by the Director of Human

Resources. Written verification by prior employer(s) will be required on the form provided for this purpose.

3. Experience credit for adjunct faculty hired after January 1, 1992 shall be granted prior teaching, counseling, or librarian experience credit according to the following:
  - a) Credit will be granted for only those credit units taught in an accredited institution of higher education in accordance with 20.202.
  - b) All experience must be verified by letter from accredited institutions in accordance with 20.202 and submitted to the Human Resources Department within three (3) months of date of hire.
  - c) Creditable Experience:
    - 1) Instructors: Instructors who have taught a minimum of six (6) credit units per academic year (minimum of three (3) credit units per semester) will receive one (1) year of experience credit on the adjunct faculty schedule. For laboratory instruction without applicable units forty-eight (48) hours equals three (3) units.
    - 2) Counselors: Counselors who have counseled a minimum of twelve (12) hours per week per academic year (minimum of six (6) hours per week per semester) will receive one (1) year of experience credit on the adjunct faculty schedule.
    - 3) Librarians: Librarians who have performed as a librarian a minimum of fourteen (14) hours per week per academic year (minimum of seven (7) hours per week per semester) will receive one (1) year of experience credit on the adjunct faculty schedule.
  - d) Teaching, counseling, librarian, and appropriate occupational experience may be combined for a maximum salary placement of step 10.
  - e) This provision does not apply to any adjunct faculty who are or have been employed by the District prior to January 1, 1992.

20.205 Limited Service Credential – Placement: Faculty serving under a limited service credential shall be placed in Class 1 of the Adjunct Faculty Salary Schedule.

**20.3 Advancement on the Salary Schedules—Step Advancement:**

20.301 Probationary/Permanent Faculty

- A. Advancement on the salary schedule after original placement shall be at the rate of one step for each year of teaching, counseling or librarian experience. Faculty employed for at least 75% of the days of an academic year, shall be given credit for that year's experience for salary schedule advancement purposes. Faculty on an approved leave of absence to teach full-time in another public or non-public accredited school shall be eligible for step advancement on the salary schedule. The faculty member must provide written verification of the service to the Human Resources Department by August 1. In no case shall a faculty member be given more than one step advancement each academic year unless expressly written in this agreement.
- B. Effective Spring 1990, mid-year hires shall be advanced two steps on the salary schedule upon completion of one and one-half consecutive years of service. If a faculty member is employed for at least 75% of the days of one semester, he or she shall be given credit for that year's experience for salary schedule advance purposes.
- C. One-half (1/2) year in the District combined with one-half (1/2) year of qualified previous experience will be counted as a full year of experience unless the previous experience credit exceeds the maximum of nine (9) years.

20.302 Adjunct Faculty

- A. Effective Fall 1993, advancement on the Adjunct Faculty Salary Schedule (Appendix III) after original placement shall be at the rate of one (1) step for each full year of teaching, counseling or librarian experience at Solano Community College if all appropriate criteria and qualifications have been met.
- B. For adjunct faculty, a full year of service shall be the equivalent of two (2) semesters or summer sessions with a minimum of the following:

1. Instructors: Two semesters of three (3) credit units or forty-eight (48) hours for laboratory instruction per semester;
  2. Counselors: Two semesters of six (6) hours per week per semester; and
  3. Librarians: Two semesters of seven (7) hours per week per semester.
- C. Continuing education and summer session instructors shall be compensated for hours of actual instruction in accordance with the provisions of the Adjunct Faculty Salary Schedule.
- D. Concurrent service in the day, evening and summer session program shall be counted as one (1) period of service with a maximum of one (1) year of experience credit granted per academic year.

**20.4 Advancement on the Regular and Adjunct Faculty Salary Schedules--Class Advancement**: Faculty are eligible for annual salary adjustments once each year at the beginning of the fall semester.

- 20.401 Any faculty member on the Academic Track may achieve class advancement by satisfying the qualifications for the higher class as listed at the top of the Regular Salary Schedule or the Adjunct Faculty Salary Schedule and has met the other appropriate criteria as listed in this agreement. Any faculty member on the Vocational Track may achieve class advancement by satisfying the qualifications for the higher class as listed on the Vocational Track (regular faculty Appendix III-A; adjunct faculty, Appendix IV-A) and has met the other appropriate criteria as listed in this agreement.
- 20.402 Upper division and graduate credit will be accepted from accredited institutions as defined by paragraph 20.201 and 20.201.C.
- 20.403 Notice of Intention to Advance: Faculty members who file official college transcripts with the Human Resources Department no later than October 1 (if the 1st falls on a Saturday, Sunday, or holiday, they must be received on the following workday), will advance on the salary schedule retroactive to the first day of employment in the current academic year. To be eligible for the salary schedule advancement, the coursework must be completed by the start of the academic year in which the salary advancement becomes effective.
- 20.404 Salary Increases and Placement on Salary Schedule While on

Sabbatical Leave: An employee who is granted a sabbatical leave shall receive such automatic increases in salary as would have been received had he/she remained in active service at the time of his/her return. Upon his/her return to employment, an employee who has satisfied the conditions governing the granting of his/her leave may count toward placement on the salary schedule credits earned for professional improvement during his/her leave. The leave shall be considered as time in service in the college for salary schedule purposes. The Notice of Intention to Advance must meet the timeline as established in 20.403.

20.405 Compensation for Earned Doctorate: Faculty with an earned doctorate from an accredited institution of higher learning shall be placed in Column 4 at the appropriate step of the Regular Faculty Salary Schedule and granted an additional stipend of \$2,400. Adjunct faculty with an earned doctorate will be granted an additional stipend of seven percent (7%) over his/her placement in Class IV of the Adjunct Faculty Salary Schedule. In order to receive the stipend, the following must occur:

- A. The faculty member must complete the doctoral program (to include completion of all coursework, examinations, and filing of dissertation) no later than the start of the academic year in which the stipend is received.
- B. The faculty member must provide official documentation from the granting college or university indicating the doctoral degree has been completed as noted above prior to October 1.
- C. The doctoral degree must be accredited in accordance with Article 20.202.
- D. The official award/conferred date of the doctoral degree can be no later than the end of the fall semester in the year in which the stipend is received.
- E. The faculty member must submit an official transcript to confirm the above no later than the end of the academic year in which the stipend was received.

20.406 Class Advancement on the Salary Schedules--Non-Traditional Activities:

- A. The class advancement committee shall be established for the purpose of recommending to the Vice President of Academic

Affairs, acceptance or denial of class advancement credit requests for non-traditional professional improvement.

- B. The class advancement committee shall consist of: three (3) members representing the Association and three (3) members representing the District. The Vice President of Academic Affairs shall function as a tie-breaking member. The committee shall select its own chairperson.
- C. The following general criteria must be met.
  - 1. All courses or other work must be deemed as improving skills or knowledge directly related to the staff member's teaching discipline. Documentation may be required to substantiate the relationship. In the event a faculty member is uncertain whether or not the proposed professional improvement activity meets this criteria, prior approval is recommended.
  - 2. Credit may be granted for appropriate activities performed during a sabbatical leave.
  - 3. The committee will ascertain the number of professional growth credits according to the criteria for the areas listed below:
    - a) Non-credit courses offering CEU credit--One (1) unit for each (20) hours of coursework. CEUs are offered by colleges, universities and other private, organization, and governmental agencies. The number of units and hours given for CEU credit is not standard; therefore, all credit is calculated as noted above.
      - 1) Employee must supply evidence of the number of hours in order to calculate the CEU credit. This can be done by providing the CEU certification, a verification letter from sponsor, or an agenda showing the time schedule. Credit is not awarded for registration or meals unless the meal is part of the program which includes speakers, presentations, etc.
    - b) Adult Education--1 unit for each thirty-six (36) hours of course work.
    - c) Lower Division Credit Courses--1 unit for each unit of earned credit. Prior approval of the Class Advancement committee is required for all work in this category. Courses that are



normally taught by the instructor or coursework taken as part of their earned degree or are qualified to teach are generally not approved for credit. Credit is generally approved for areas of new technology, new techniques, or will be used to enhance curriculum, etc.

- d) Workshops/Seminars--1 unit for each thirty-six (36) hours of a workshop or seminar that does not carry CEU's. Employee must supply evidence of the number of hours in order to calculate the credit. This can be done by providing a written verification from the sponsor, or an agenda showing the time schedule. Credit is not awarded for registration or meals unless the meal is part of the program which includes speakers, presentations, etc.
- e) Professional Experience--1 unit for each sixty-(60) hours of new experience directly related to the teaching discipline. Prior approval of the Class Advancement Committee is required for all work in this category. Maximum 6 units per column advancement.
- f) Publications (12 unit maximum in this category):
  - 1) 1 unit per article in professional journal. Articles shared with more than one author will receive appropriate proportional credit.
  - 2) 3-6 units per book published (not at author's expense). Books co-authored will receive up to 3 units of credit; one author will receive up to 6 units of credit.

4. Processing Procedures (for informational purposes only):

- a) Requests must be completed on the appropriate form prepared by the Class Advancement Committee and submitted to the Chair of the Class Advancement Committee. Forms may be obtained from the Class Advancement Committee or the Human Resources Department.
- b) The Class Advancement Committee takes action on requests and forwards recommendations for salary credit to the Vice President of Academic Affairs who takes action on the recommendation and returns the documentation to the Committee Chair for processing.

- c) The faculty member is responsible for submitting the transcripts to verify completion of approved lower division coursework to the Human Resources Department prior to receiving credit.

**20.5 Financial Report:** The Vice President of Administrative and Business Services will make available a written financial report to the Association by the third Monday of each month, current to the end of the previous month. The first report will be given for the month of September (reported on the third Monday of October) and ending with the month of May (reported on the third Monday of June). The Vice President will meet and discuss each report with an Association representative. Additional reports will be available at the close of the year, as presented to the Governing Board. Additional information will be available for inspection by the Association in the Business Office. Such information will be printouts, source documents for transactions, and fiscal bulletins from the Chancellor's Office.

**20.6 Longevity:**

20.601 Regular faculty are eligible to receive a longevity stipend for regular service to the district as stated below:

- \$1,500 at the beginning of the 20<sup>th</sup> year of service to the district
- \$3,000 at the beginning of the 25<sup>th</sup> year of service to the district
- \$4,000 at the beginning of the 30<sup>th</sup> year of service to the district

20.602 The stipends are non-accumulative. Eligible faculty will begin receiving the stipend in the fall semester in the year after the employee completes 19, 24, and 29 years of service to the district. (For example, a faculty member who completes 19 years of service in May will begin receiving the \$1,500 stipend in the following August.)

## ARTICLE 21 HEALTH AND WELFARE BENEFITS

**21.1** The District shall provide all regular faculty members, with more than a sixty percent (60%) load, and their dependents with full health and welfare benefits as follows:

- 21.101 Health Insurance: Regular faculty shall participate in the CalPERS Health Benefits program effective July 1, 2012. The District will pay the minimum contribution toward PERSCare; all other plans will be fully paid, including the administrative fee, by the District. (Adopted 5/16/12)
- 21.102 Dental Insurance: Delta Dental Service, dental care plan now in effect (annual maximum \$2,500).
- 21.103 Vision Care: Vision Service Plan C (\$5 deductible)
- 21.104 The District shall pay all premiums and premium increases for the above mentioned plans during the life of this agreement for full-time employees working 100% workload.
- 21.105 The District will provide a \$10,000 life insurance policy for regular faculty.
- 21.106 Domestic partners: The parties acknowledge domestic partners, as defined by the California Family Code section 297, are eligible for medical, dental and vision coverage.

**21.2** Adjunct Faculty: Adjunct faculty may purchase health and welfare benefits, at their expense, to the extent permitted by the District's health and welfare benefits carrier and/or broker. This agreement shall in no way obligate the District to expend any funds towards health and welfare benefits for adjunct faculty, nor shall it require the District to change health and welfare benefits carriers or brokers or modify any existing plan or program if the result would be in an increase in the overall amount paid by the District for existing health and welfare benefits. (Revised 6-20-07)

- 21.201 Eligibility: Taught at Solano Community College for at least two semesters (excludes summer session); must be scheduled for a minimum of 40% assignment at the time of enrollment in the health plan; enrollment periods to be determined each semester; once enrolled mandatory participation will be required (participation period to be determined); premiums will be made through payroll deduction and additional premiums due on a monthly basis by check to the Business Office no later than the 10<sup>th</sup> of each month for the succeeding month's

benefits; and other procedures for implementation as determined by the District in consultation with the Association.

**21.3** As of July 1, 1986 all regular employees who work more than 60% but less than 100% shall pay a prorata share of the premium cost of their Health and Welfare Benefits (i.e.; These 60%+ workload employees shall be eligible for the same benefits, at the direct prorated costs, of a full-time employee.) Faculty on a reduced workload with full retirement credit, Article 10.2, shall receive full insurance coverage as specified in Section 10.202.

**21.4** Faculty members who are absent due to illness and who have exhausted their accumulated sick leave, family leave, extended illness, and catastrophic leave shall continue to receive full insurance coverage to be paid by the faculty member for that period of illness not to exceed twelve (12) months following the exhaustion of said leave while on district-approved leave of absence subject to the provisions of the contracts of the carriers.

**21.5** The benefits provided in this Article shall remain in effect without interruption during the term of this Agreement. Any faculty member, who has been eligible for health and welfare benefits under this Agreement, whose employment is terminated either by the employee or the District for reasons other than retirement shall continue to receive health, dental, and vision care for a period not to exceed what is provided by law (COBRA), provided premiums are paid in advance monthly subject to provisions of the contracts of the carriers and the Joint Powers Authorities (JPA), if any.

**21.6 IRS Section 125 Flexible Benefit Plan:**

21.501 The IRS Section 125 Flexible Benefit Plan as offered by American Fidelity will be in accordance with its regulations made available to regular faculty beginning January 1, 1998. The three plans are premium conversation, dependent care, and medical reimbursement. Participation is based on the following:

- A. Employee will pay the monthly administrative costs
- B. Limit of \$2,400 for medical reimbursements provided the third-party administrator assumes all liability up to \$2,400 on medical reimbursement.

**ARTICLE 22**  
**ORGANIZATIONAL SECURITY, PROFESSIONAL DUES,**  
**SERVICES FEES AND PAYROLL DEDUCTIONS**

**22.1 Maintenance of Membership:** Employees who are members of the Solano College Chapter CCA/CTA/NEA at the time of the signing of this agreement or who enrolls during the term of this agreement shall maintain their membership for the term of the agreement. A member may terminate his or her membership within the thirty-(30) day period following expiration of the agreement. If a member who is covered by the maintenance of membership requirement withdraws authorization for dues deduction and/or refuses to provide the Association with lump-sum cash payment of dues for the year, the District shall deduct membership dues.

**22.2 Dues and Payroll Deduction**

22.201 Agency shop: Each regular/contract faculty member shall, unless exempted, as a condition of initial and continued employment with the District, become a member of the Association, or shall pay a service fee equal to the monthly dues of the Association.

22.202 The Association agrees that it shall furnish to the District annually no later than August 1 written certification of the dues or service charges.

22.203 The District shall at the time of an individual's employment furnish to each employee a CCA/CTA/NEA enrollment form. As a condition of employment, the regular/contract faculty member must do one of the following:

- A. Become a member of the Association; or
  - B. Not become a member of the Association, but pay a service fee to the Association; or
  - C. If a religious objector, pay an amount equal to the Association service fee to a non-religious charitable fund. A religious objector is one who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support the Association as a condition of employment.
1. Forms will be provided for 22.203.A and 22.203.B above. To receive a religious exemption, the unit member must submit a detailed written statement establishing the basis for the religious exemption to the CTA President. The Association Executive Board shall communicate in writing to the unit member and to

the District its acceptance or rejection of the exemption. If accepted, the unit member shall make the payment to an appropriate charity as described below. Such payment shall be made on or before the due date for cash dues/fees for each school year.

2. The employee shall provide proof of payment to the Association as a condition of continued exemption from the payment of the agency fee.
3. Proof of payment shall be made in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. No in-kind services may be received for payments, nor may the payment be in a form other than money such as the donation of used items. Such proof shall be presented on or before the due date for cash dues/fees for each school year.
4. The recognized charitable organizations (IRC 501 (c) (3) of Title 26) are:
  - a) Foundation to Assist California Teachers
  - b) Solano Community College Scholarship Foundation
  - c) Solano Community College Educational Foundation

22.204 All sums deducted by the District shall be remitted to the Association at the address given to the District by the Association once each month by the 15th calendar day following the pay period on which the deductions were made. The District shall notify with each remittance the name of each employee and the amount of the deduction.

22.205 The District shall not be liable to the Association by reason of the requirements of this article for the remittance or payment of any sum other than that constituting actual deductions made from the wages earned by the employee.

22.206 Any unit member making payments set forth in 22.203.C who requests that grievance or arbitration provisions of this agreement be used in his/her behalf shall be responsible for paying the reasonable cost of using the grievance or arbitration provisions. (Refer to Article 15.403.)

22.207 The Association agrees to pay to the District all reasonable legal fees and legal costs incurred in defending against any court action and/or

administrative action challenging the legality or constitutionality of the agency fee provisions of this Agreement or their implementation and indemnify the district from any judgment in such proceedings. The Association shall have the exclusive right to decide and determine whether any such action or proceeding referred to above shall or shall not be compromised, resisted, defended, tried or appealed.

## ARTICLE 23 ACADEMIC CALENDAR AND HOLIDAYS

**23.1 Calendar:** The calendar shall be negotiated as a part of this agreement.

**23.2 Flexible Calendar:** Of the 175 contract days, the number of instructional days and the number of Flexible Calendar days may vary according to the constraints of state mandates, however, there will be no more than seven (7) Flexible Calendar days with no more than two (2) required days and no more than five (5) optional days. The distribution of the instructional and Flexible Calendar days may also vary from semester to semester and year-to-year to meet state mandates. The seven (7) days will be divided as follows:

23.201 Two (2) required days, one of which will be at the beginning of each semester for "all District/school/department/division/area" activities as provided by Title 5 and AB 1725. New contract faculty are required to attend a staff orientation day during the first year of employment (will count as one optional flex day).

23.202 Five (5) optional flexible days for on-campus or off-campus activities as specified in individual contracts with written approval of the Dean. The activities will be based on flex-cal criteria as identified in Title 5.

23.203 Participation at commencement shall count for four optional flex hours.

23.204 The number of hours that comprise a non-instructional day for regular faculty will be six (6).

23.205 Adjunct faculty may participate in on and off-campus in-service activities for the number of hours equal to their weekly assigned hours with approval of their immediate supervisor and will be reimbursed for their participation at the Category 3 rate of pay.

**23.3 Flexible Time Activities:** Each regular faculty member will sign an agreement indicating the flexible activities and/or project and dates that he/she will perform to meet the flexible time requirement in 23.202. A copy of the agreement will be submitted to the immediate supervisor no later than November 1 for the fall semester and may be updated no later than March 1 for the spring semester. If a full-time faculty member elects to do an individual project, a time line including specific dates for the project completion and agreed upon documentation of the project will be included in the agreement. Activities may include specific in-service days and/or individual faculty projects as designated in 23.202 and may be completed anytime from July 1 through June 30 of a given year. Documentation of attendance on in-service days and of individual faculty projects must be completed no later than June 30 of a given year. Regular faculty not



completing the flexible activities can use appropriate leave for each full day of missed activities. Partial days that are missed will result in proportionate deductions of the above leaves in proportion to time missed. When flexible activities cannot be completed as originally planned, the District and faculty member will determine an appropriate substitute activity. (Adopted 5/16/12)

**23.4 Observance of Holidays:** Holidays shall be observed on the date established by law and by Governing Board designation. If a designated holiday falls on a Saturday, the Friday preceding said day shall be considered the legal holiday. If a designated holiday falls on Sunday, the Monday following said day shall be considered the legal holiday. The District will observe the following holidays (non-instructional days):

Labor Day  
Veteran's Day  
\*Day before Thanksgiving Day  
Thanksgiving Day  
Friday immediately following Thanksgiving Day  
Christmas Day  
New Year's Day  
Martin Luther King Jr. Day  
Abraham Lincoln's Birthday  
President's Day  
Memorial Day  
Independence Day

If Easter falls before April 15th, Spring break will be scheduled after Easter. If Easter falls on April 15th or later, Spring break will be scheduled before Easter. In no case, however, shall Spring break be scheduled within four weeks of the beginning of final exams. (Adopted 5/16/12)

\*To meet state mandates in some years, the Wednesday before Thanksgiving may be scheduled as an optional flex day.

## **ARTICLE 24 TRAVEL/CONFERENCES**

**24.1 Reimbursement:** Faculty members shall be entitled to reimbursement for approved travel related to conferences, field trips and other District-related activities. Approval must be granted by the immediate supervisor prior to any trip.

**24.2 Automobile Expenses:** If the faculty member uses his/her own vehicle, the District shall provide reimbursement for such use at the rate approved by the Governing Board which is the rate allowed by the IRS before the District is required to report as income, plus tolls and parking.

**24.3 Workers' Compensation Insurance:** Faculty members shall be covered under Workers' Compensation Insurance in the event of accident or injury.

**ARTICLE 25**  
**MAINTENANCE OF CONDITIONS**

The District will make no change on any matter within the scope of representation covered by Board policy or practice and not covered by the Agreement, without first notifying the Association formally of any contemplated change and offering to meet and negotiate on the matter.

## **ARTICLE 26 SEVERABILITY AND SAVINGS CLAUSES**

**26.1 Invalidity of Part of Agreement:** If any provision of this Agreement or any application of the Agreement to any employee or group of employees is held invalid by operation of law or by a court or other tribunal of competent jurisdiction, such provision shall be inoperative, but all other provisions shall not be affected thereby and shall continue in full force and effect.

**26.2 Replacement of Invalid Part of Agreement:** In the event that any provision or appendix hereof is held invalid or enforcement of or compliance there with is restrained, as above set forth, the parties affected thereby shall enter into collective bargaining negotiations on the request of the Association and/or the District for the purpose of arriving at a mutually satisfactory equal replacement for such provision or appendix.

## **ARTICLE 27 RELEASED-TIME ASSIGNMENTS**

**27.1** Released time assignments to perform duties assisting the District in carrying out its responsibilities are determined by the District. There are various assignments that can be established and terminated at any time by the District. Management retains the right to determine the assignments, the duties to be performed, and how the assignments will be performed.

**27.2** The assignments may include, but are not limited to, division coordinators, coordinators for a specific function (such as, criminal justice, Vacaville Center, online education and learning communities).

**27.3** The released assignments for grants developed by a particular faculty member are not subject to this article.

**27.4** No later than the end of the first census week of each semester, the Vice President of Academic Affairs will provide the CTA President and the Chief Negotiator with the following information: a list of all faculty on sabbatical leave and released/reassigned time (coordinators and all others) which shall include the percentage of released/reassigned time.

**27.5 Job Descriptions:** The District agrees to develop job descriptions in a timely manner with input from CTA for all released time assignments. In obtaining the input, the appropriate faculty will be involved. For example, if the assignment is division specific, division faculty will be involved. If the assignment is a district-wide function such as Ethnic Studies Coordinator, the faculty in the related disciplines will be involved. After the job descriptions are developed, a copy will be provided to the CTA president.

**27.6 Recruitment:** Released assignments will be advertised for ten days and shall include the job description. All regular faculty who meet the minimum qualifications and submit the required documents by the deadline date will be interviewed. Division assignments will be advertised by the division Dean and District-wide and tenure-track assignments will be advertised by the Human Resources department. The interview committee structure will be as follows:

27.601 Tenure-track assignments: In accordance with the faculty hiring procedures.

27.602 Division assignment: The interview committee will include the Dean and two faculty. The division faculty will select the two faculty members.

27.603 District-wide assignment: The Academic Senate President will appoint

the three faculty members. The appropriate Vice President will appoint two managers.

All faculty interview committee members shall be regular faculty.

**27.7 Terms of Assignment:** The terms are as follows:

- 27.701 Tenure-track assignments - no term limits
- 27.702 Division coordinators - three-year terms unless a shorter term is specified by the District
- 27.703 District-wide coordinators – five-year terms unless a shorter term is specified by the District. The terms will apply to District-wide coordinators when the current incumbent in the position is no longer in the position or the term expires.
- 27.704 Incumbents may reapply for the position.
- 27.705 Faculty currently serving in the division coordinator assignments will begin their three-year term effective with the 2001-02 academic year.



# COORDINATOR PERFORMANCE EVALUATION

FACULTY: \_\_\_\_\_ DATE: \_\_\_\_\_

POSITION: \_\_\_\_\_

EVALUATING ADMINISTRATOR(S) : \_\_\_\_\_

**Rating Scale:**

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

- (1) Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).
- (2) Doing WHAT IS EXPECTED in this position (quality/quantity).
- (3) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

**The evaluator shall explain any rating of (1) under the comment section.**

## COORDINATOR EFFECTIVENESS

|                                                                                          | RATING                   |                          |                          |                          |
|------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                                                                          | (1)                      | (2)                      | (3)                      | (N/A)                    |
| 1. Demonstrates skills necessary to perform assigned duties.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Provides clear and concise professional objectives.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Meets deadlines.                                                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Demonstrates fiscal responsibility.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Demonstrates supervising ability.                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Organizes necessary programs and activities to increase efficiency and effectiveness. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Willing to assist in the needs of the faculty.                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Willing to assist in the needs of the staff.                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Willing to assist in the needs of the students.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Willing to assist the needs of the public.                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Demonstrates sensitivity to students from diverse backgrounds.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Demonstrates organizational skills.                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Demonstrates problem-solving techniques.                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Possesses oral communication skills.                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Possesses written communication skills.                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Effectively communicates with supervisor.                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Demonstrates creativity.                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Demonstrates adaptability to flexible work scheduling.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Effectively communicates with staff in other departments.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Works cooperatively with staff in other departments.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Assists in scheduling and staffing needs as necessary.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**RATING**  
**(1) (2) (3) (N/A)**

- |     |                                                                                             |         |
|-----|---------------------------------------------------------------------------------------------|---------|
| 22. | Exercises good judgment in the management and use of facilities, equipment and supplies.    | □ □ □ □ |
| 23. | Attends required meetings.                                                                  | □ □ □ □ |
| 24. | Provides information for the development of the budget and monitors expenditures as needed. | □ □ □ □ |

**Overall Coordinator Effectiveness**

(An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)

□ □ □ □

**COMMENTS BY EVALUATOR**  
(Attach additional sheets if needed)

**RECOMMENDATION**

Check one of the choices below.

1.     Not recommended for continued employment.
  
2.     Continued employment is questionable and is contingent upon correction of noted inadequacies.
  - ◆ **Any rating lower than (2) in the overall categories must include recommendations for needs improvement (include or attach to evaluation).**
  
3.     Recommended for continued employment.
  - ◆ **Any rating lower than (2) in the overall categories must include recommendations for needs improvement in the evaluation (include or attach to evaluation) and a subsequent evaluation.**
  - ◆ **Any (1) ratings must be addressed in the evaluation.**



**COMMENTS BY FACULTY MEMBER**

(Attach additional sheets if needed)

DATE: \_\_\_\_\_ SIGNATURE OF EMPLOYEE \_\_\_\_\_

DATE: \_\_\_\_\_ SIGNATURE OF ADMINISTRATOR \_\_\_\_\_

The above signature of the faculty member indicates that the faculty member has been given a copy of this evaluation and the opportunity to review it. It does not necessarily denote agreement with all factors of the evaluation.



# COUNSELOR PERFORMANCE EVALUATION

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

PROGRAM: \_\_\_\_\_

EVALUATING ADMINISTRATOR(S) : \_\_\_\_\_

**Rating Scale:**

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

- (1) Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).
- (2) Doing WHAT IS EXPECTED in this position (quality/quantity).
- (3) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

**The evaluator shall explain any rating of (1) under the comment section.**

**COUNSELOR EFFECTIVENESS**  
(Based on evaluator observations and student evaluations.)

|                                                                                                                               | <b>RATING</b>            |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|                                                                                                                               | <b>(1) (2) (3) (N/A)</b> |
| <b>Evaluator Observations</b>                                                                                                 |                          |
| 1. Has knowledge of academic advising requirements and standards.                                                             | □ □ □ □                  |
| 2. Provides clear and concise information regarding academic requirements.                                                    | □ □ □ □                  |
| 3. Well prepared for counseling sessions.                                                                                     | □ □ □ □                  |
| 4. Has knowledge of career and personal counseling.                                                                           | □ □ □ □                  |
| 5. Meets counseling appointments promptly.                                                                                    | □ □ □ □                  |
| 6. Encourages students to ask questions and express opinions.                                                                 | □ □ □ □                  |
| 7. Provides a supportive atmosphere for resolving student personal problems.                                                  | □ □ □ □                  |
| 8. Supportive and encouraging to students.                                                                                    | □ □ □ □                  |
| 9. Willing to assist faculty, staff, and administration.                                                                      | □ □ □ □                  |
| 10. Considerate and focused on student concerns.                                                                              | □ □ □ □                  |
| 11. Motivates students' interest in their educational planning.                                                               | □ □ □ □                  |
| 12. Assists with student orientation and recruitment.                                                                         | □ □ □ □                  |
| 13. Demonstrates sensitivity to counsel students from diverse backgrounds.                                                    | □ □ □ □                  |
| 14. Assists as liaison with assigned academic division or special area.                                                       | □ □ □ □                  |
| 15. Provides outreach services (informational sessions, testing coordination, counseling, etc.) to assigned school or agency. | □ □ □ □                  |
| <b>Student Evaluations</b>                                                                                                    |                          |
| 1. Has knowledge of academic advising requirements and standards.                                                             | □ □ □ □                  |
| 2. Well prepared for counseling sessions.                                                                                     | □ □ □ □                  |
| 3. Meets counseling appointments promptly.                                                                                    | □ □ □ □                  |
| 4. Encourages students to ask questions and express opinions.                                                                 | □ □ □ □                  |
| 5. Provides a supportive atmosphere for resolving student personal problems.                                                  | □ □ □ □                  |
| 6. Supportive and encouraging to students.                                                                                    | □ □ □ □                  |
| 7. Considerate and focused on student concerns.                                                                               | □ □ □ □                  |
| <b>Overall Counselor Effectiveness</b>                                                                                        | <b>□ □ □ □</b>           |

(An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)

**AREA/DEPARTMENTAL RESPONSIBILITIES AND COLLEGE-WIDE SERVICE**

- |                                                                                                                                                                                        | <b>RATING</b>            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|                                                                                                                                                                                        | <b>(1) (2) (3) (N/A)</b> |
| 1. Is knowledgeable about and abides by College, Area and Departmental policies, procedures and timelines/targets.                                                                     | □ □ □ □                  |
| 2. Orders materials, equipment and textbooks, etc., in a timely fashion.                                                                                                               | □ □ □ □                  |
| 3. Works cooperatively with and assists other staff members (especially new faculty)                                                                                                   | □ □ □ □                  |
| 4. Provides information for the development of departmental budgets and monitors expenditures as needed.                                                                               | □ □ □ □                  |
| 5. Exercises good judgment in the management and use of facilities, equipment and supplies.                                                                                            | □ □ □ □                  |
| 6. Attends division meetings and in-services.                                                                                                                                          | □ □ □ □                  |
| 7. Initiates and/or participates in overall department-wide program development, maintenance, evaluation, revision, updating and/or expansion of programs.<br>Examples: _____<br>_____ | □ □ □ □                  |
| 8. Does his/her fair share of Area and Departmental duties and responsibilities.                                                                                                       | □ □ □ □                  |

**Area/Departmental Responsibilities Overall Rating**

(An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)

□ □ □ □

**College-wide Service (optional-based on self-evaluation)**

- |                                                                                                    | <b>RATING</b>           |
|----------------------------------------------------------------------------------------------------|-------------------------|
|                                                                                                    | <b>(Yes) (No) (N/A)</b> |
| 9. Demonstrates a pattern of service on College committees, projects and/or student organizations. | □ □ □                   |
| 10. Participates in faculty/college governance.                                                    | □ □ □                   |
| 11. Participates in flexible calendar duty days.                                                   | □ □ □                   |

**PROFESSIONAL DEVELOPMENT AND COMMUNITY SERVICE**

(Optional. See attached Self-Evaluation.)

- |                                                                                           | <b>RATING</b>           |
|-------------------------------------------------------------------------------------------|-------------------------|
|                                                                                           | <b>(Yes) (No) (N/A)</b> |
| 1. Demonstrates a pattern of academic/professional and/or technical updating or currency. | □ □ □                   |
| 2. Contributes to the local communities.                                                  | □ □ □                   |

## COMMENTS OR NARRATIVE BY EVALUATOR

(Classroom visitation and comments)

(Attach additional sheets if needed)

Classroom visitation(s): Date(s) \_\_\_\_\_ Time observed: \_\_\_\_\_

Specific class visited:

Comments: (Optional)

Other comments: (Additions here)

## RECOMMENDATION

Check one of the choices below.

1.  Not recommended for continued employment.
2.  Continued employment is questionable and is contingent upon correction of noted inadequacies.
  - ◆ **Any rating lower than (2) in the overall categories must include recommendations for needs improvement (include or attach to evaluation).**
3.  Recommended for continued employment.
  - ◆ **Any rating lower than (2) in the overall categories must include recommendations for needs improvement in the evaluation (include or attach to evaluation) and a subsequent evaluation.**
  - ◆ **Any (1) ratings must be addressed in the evaluation.**

**COMMENTS BY FACULTY MEMBER**

(Attach additional sheets if needed)

NOTE: Attach a copy of student evaluation summary, if appropriate.

DATE: \_\_\_\_\_ SIGNATURE OF EMPLOYEE \_\_\_\_\_

DATE: \_\_\_\_\_ SIGNATURE OF ADMINISTRATOR \_\_\_\_\_

The above signature of the faculty member indicates that the faculty member has been given a copy of this evaluation and the opportunity to review it. It does not necessarily denote agreement with all factors of the evaluation.



# INSTRUCTIONAL FACULTY PERFORMANCE EVALUATION

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

INSTRUCTIONAL PROGRAM OR DISCIPLINE: \_\_\_\_\_

EVALUATING ADMINISTRATOR(S): \_\_\_\_\_

**Rating Scale:**

- N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.
- (1) Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).
  - (2) Doing WHAT IS EXPECTED in this position (quality/quantity).
  - (3) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

**The evaluator shall explain any rating of (1) under the comment section.**

**TEACHING AND INSTRUCTION EFFECTIVENESS**  
(Based on evaluator observations and student evaluations)

|                                                                                                                                | <b>RATING</b>            |                          |                          |                          |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                                                                                                                | (1)                      | (2)                      | (3)                      | (N/A)                    |
| <b>Evaluator Observations</b>                                                                                                  |                          |                          |                          |                          |
| 1. Plans for and is well prepared to teach.                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Provides organized and effective delivery of instruction.                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Courteous to and approachable by students.                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Demonstrates sensitivity to students from diverse backgrounds.                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Able to relate with students and command their respect.                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Stimulates student participation.                                                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Instruction is consistent with the stated and approved goals and content of the course.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Shows enthusiasm for the subject matter.                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Uses effective motivation to create student desire to learn the subject/skill(s).                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Makes effective use of teaching aids and materials.                                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Prepares complete course information sheet.                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Updates course contents, methods and materials of instruction as necessary.                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Coordinates course contents and methods with established outlines.                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Meets and assists students during office hours (for regular faculty and adjunct faculty if they provide office hours).     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Student Evaluations</b>                                                                                                     |                          |                          |                          |                          |
| 1. Plans for and is well prepared to teach.                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Courteous to and approachable by students.                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrates sensitivity to students from diverse backgrounds.                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Uses standards of student evaluation that are clear, fair and followed consistently throughout the course.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Requires and evaluates levels of student effort sufficient to determine the mastery of the subject or skills in the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**RATING**  
(1) (2) (3) (N/A)

- |    |                                                                                                                        |         |
|----|------------------------------------------------------------------------------------------------------------------------|---------|
| 6. | Grades and returns student assignments and tests in a reasonable period of time.                                       | □ □ □ □ |
| 7. | Meets and assists students during office hours (for regular faculty and adjunct faculty if they provide office hours). | □ □ □ □ |

**Overall Teaching and Instruction Effectiveness**

(An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)

□ □ □ □

**AREA/DEPARTMENTAL RESPONSIBILITIES AND COLLEGE-WIDE SERVICE**

- |    |                                                                                                                                                                            |         |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. | Is knowledgeable about and abides by College, Area and Departmental policies, procedures and timelines/targets.                                                            | □ □ □ □ |
| 2. | Orders instructional materials, equipment and textbooks, etc., in a timely fashion.                                                                                        | □ □ □ □ |
| 3. | Works cooperatively with and assists other staff members (especially new faculty).                                                                                         | □ □ □ □ |
| 4. | Provides information for the development of departmental budgets and monitors expenditures as needed.                                                                      | □ □ □ □ |
| 5. | Exercises good judgment in the management and use of facilities, equipment and supplies.                                                                                   | □ □ □ □ |
| 6. | Attends division meetings and in-services.                                                                                                                                 | □ □ □ □ |
| 7. | Initiates and/or participates in overall department-wide program development, maintenance, evaluation, revision, updating and/or expansion of programs.<br>Examples: _____ | □ □ □ □ |
| 8. | Participates in Area and Departmental duties and responsibilities.                                                                                                         | □ □ □ □ |

**Area and Departmental Responsibilities Overall Rating**

(An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)

□ □ □ □

**College-wide Service (optional-based on self-evaluation)**

**RATING**  
(Yes) (No) (N/A)

- |     |                                                                                                 |       |
|-----|-------------------------------------------------------------------------------------------------|-------|
| 9.  | Demonstrates a pattern of service on College committees, projects and/or student organizations. | □ □ □ |
| 10. | Participates in faculty/college governance.                                                     | □ □ □ |
| 11. | Participates in flexible calendar duty days.                                                    | □ □ □ |

**PROFESSIONAL DEVELOPMENT AND COMMUNITY SERVICE**

(Optional. See attached Self-Evaluation.)

- |    |                                                                                        |       |
|----|----------------------------------------------------------------------------------------|-------|
| 1. | Demonstrates a pattern of academic/professional and/or technical updating or currency. | □ □ □ |
| 2. | Contributes to the local communities.                                                  | □ □ □ |



**COMMENTS OR NARRATIVE BY EVALUATOR**

(Classroom visitation and comments)

(Attach additional sheets if needed)

Classroom visitation(s): Date(s)\_\_\_\_\_Time observed:\_\_\_\_\_

Specific class visited:

Comments: (Optional)

Other comments and/or recommendations for needs improvement: (Address **any** "1" Ratings)

**RECOMMENDATION**

Check one of the choices below.

- 1.     Not recommended for continued employment.
  
- 2.     Continued employment is questionable and is contingent upon correction of noted inadequacies.
  - ◆ **Any rating lower than (2) in the overall categories must include recommendations for needs improvement (include or attach to evaluation).**
  
- 3.     Recommended for continued employment.
  - ◆ **Any rating lower than (2) in the overall categories must include recommendations for needs improvement in the evaluation (include or attach to evaluation) and a subsequent evaluation.**
  - ◆ **Any (1) ratings must be addressed in the evaluation.**

**COMMENTS BY FACULTY MEMBER**

(Attach additional sheets if needed)

NOTE: Attach a copy of student evaluation summary.

DATE: \_\_\_\_\_ SIGNATURE OF EMPLOYEE \_\_\_\_\_

DATE: \_\_\_\_\_ SIGNATURE OF ADMINISTRATOR \_\_\_\_\_

The above signature of the faculty member indicates that the faculty member has been given a copy of this evaluation and the opportunity to review it. It does not necessarily denote agreement with all factors of the evaluation.



# INSTRUCTIONAL FACULTY PERFORMANCE EVALUATION SUPPLEMENTAL FORM

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

INSTRUCTIONAL PROGRAM OR DISCIPLINE: \_\_\_\_\_

EVALUATING ADMINISTRATOR(S): \_\_\_\_\_

**Rating Scale:**

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

- (1) Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).
- (2) Doing WHAT IS EXPECTED in this position (quality/quantity).
- (3) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

**The evaluator shall explain any rating of (1) under the comment section.**

**TEACHING AND INSTRUCTION EFFECTIVENESS**  
(Based on evaluator observations and student evaluations)

| <b>Evaluator Observations</b>                                                                                                  | <b>RATING</b>     |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------|
|                                                                                                                                | (1) (2) (3) (N/A) |
| 1. Plans for and is well prepared to teach.                                                                                    | □ □ □ □           |
| 2. Provides organized and effective delivery of instruction.                                                                   | □ □ □ □           |
| 3. Courteous to and approachable by students.                                                                                  | □ □ □ □           |
| 4. Demonstrates sensitivity to students from diverse backgrounds.                                                              | □ □ □ □           |
| 5. Able to relate with students and command their respect.                                                                     | □ □ □ □           |
| 6. Stimulates student participation.                                                                                           | □ □ □ □           |
| 7. Instruction is consistent with the stated and approved goals and content of the course.                                     | □ □ □ □           |
| 8. Shows enthusiasm for the subject matter.                                                                                    | □ □ □ □           |
| 9. Uses effective motivation to create student desire to learn the subject/skill(s).                                           | □ □ □ □           |
| 10. Makes effective use of teaching aids and materials.                                                                        | □ □ □ □           |
| 11. Prepares complete course information sheet.                                                                                | □ □ □ □           |
| 12. Updates course contents, methods and materials of instruction as necessary .                                               | □ □ □ □           |
| 13. Coordinates course contents and methods with established outlines.                                                         | □ □ □ □           |
| 14. Meets and assists students during office hours (for regular faculty and adjunct faculty if they provide office hours).     | □ □ □ □           |
| <br><b>Student Evaluations</b>                                                                                                 |                   |
| 1. Plans for and is well prepared to teach.                                                                                    | □ □ □ □           |
| 2. Courteous to and approachable by students.                                                                                  | □ □ □ □           |
| 3. Demonstrates sensitivity to students from diverse backgrounds.                                                              | □ □ □ □           |
| 4. Uses standards of student evaluation that are clear, fair and followed consistently throughout the course.                  | □ □ □ □           |
| 5. Requires and evaluates levels of student effort sufficient to determine the mastery of the subject or skills in the course. | □ □ □ □           |
| 6. Grades and returns student assignments and tests in a reasonable period of time.                                            | □ □ □ □           |

**RATING**  
(1) (2) (3) (N/A)

7. Meets and assists students during office hours (for regular faculty and adjunct faculty if they provide office hours).

**Overall Teaching and Instruction Effectiveness**

An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)

**AREA/DEPARTMENTAL RESPONSIBILITIES AND COLLEGE-WIDE SERVICE**

1. Is knowledgeable about and abides by College, Area and Departmental policies, procedures and timelines/targets.
2. Orders instructional materials, equipment and textbooks, etc., in a timely fashion.
3. Assists in scheduling and staffing functions.
4. Works cooperatively with and assists other staff members (especially new faculty).
5. Provides information for the development of departmental budgets and monitors expenditures.
6. Exercises good judgment in the management and use of facilities, equipment and supplies.
7. Attends division meetings and in-services.
8. Initiates and/or participates in overall department-wide program development, maintenance, evaluation, revision, updating and/or expansion of programs.      
Examples: \_\_\_\_\_
9. Does his/her fair share of Area and Departmental duties and responsibilities.

**Area and Departmental Responsibilities Overall Rating**

(An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)

**College-wide Service (Optional-based on Self-Evaluation)**

**RATING**  
(Yes) (No) (N/A)

10. Demonstrates a pattern of service on College committees, projects and/or student organizations.
11. Participates in faculty/college governance.
12. Participates in flexible calendar duty days.

**COMMENTS OR NARRATIVE BY EVALUATOR**

(Classroom visitation and comments)

(Attach additional sheets if needed)

Classroom visitation(s): Date(s) \_\_\_\_\_ Time observed: \_\_\_\_\_

Specific class visited:

Comments: (Optional)

Other comments:

**RECOMMENDATION**

Check one of the choices below.

1.     Not recommended for continued employment.
  
2.     Continued employment is questionable and is contingent upon correction of noted inadequacies.
  - ◆    **Any rating lower than (2) in the overall categories must include recommendations for needs improvement (include or attach to evaluation).**
  
3.     Recommended for continued employment.
  - ◆    **Any rating lower than (2) in the overall categories must include recommendations for needs improvement in the evaluation (include or attach to evaluation) and a subsequent evaluation.**
  - ◆    **Any (1) ratings must be addressed in the evaluation.**

**COMMENTS BY FACULTY MEMBER**

(Attach additional sheets if needed)

NOTE: Attach student evaluation summary if counselor also teaches.

DATE: \_\_\_\_\_ SIGNATURE OF EMPLOYEE \_\_\_\_\_

DATE: \_\_\_\_\_ SIGNATURE OF ADMINISTRATOR \_\_\_\_\_

The above signature of the faculty member indicates that the faculty member has been given a copy of this evaluation and the opportunity to review it. It does not necessarily denote agreement with all factors of the evaluation.

# LIBRARIAN PERFORMANCE EVALUATION

FACULTY: \_\_\_\_\_ DATE: \_\_\_\_\_

POSITION: \_\_\_\_\_

EVALUATING ADMINISTRATOR(S) : \_\_\_\_\_

**Rating Scale:**

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

- (1) Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).
- (2) Doing WHAT IS EXPECTED in this position (quality/quantity).
- (3) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

**The evaluator shall explain any rating of (1) under the comment section.**

## LIBRARIAN EFFECTIVENESS

|                                                                                                            | <b>RATING</b><br>(1) (2) (3) (N/A) |
|------------------------------------------------------------------------------------------------------------|------------------------------------|
| 1. Instructs and guides students in their informational needs: ready reference or directional information. | □ □ □ □                            |
| 2. Instructs and guides students in their informational needs: technical or research assistance.           | □ □ □ □                            |
| 3. Assists the staff/faculty in their information needs.                                                   | □ □ □ □                            |
| 4. Demonstrates skills to perform assigned duties.                                                         | □ □ □ □                            |
| 5. Courteous and approachable by students and staff.                                                       | □ □ □ □                            |
| 6. Demonstrates sensitivity to students from diverse backgrounds.                                          | □ □ □ □                            |
| 7. Advises library technicians of resources needed to assist students with assignments.                    | □ □ □ □                            |
| 8. Gives orientations for classes as requested by instructors.                                             | □ □ □ □                            |
| 9. Gives library orientations to others as needed.                                                         | □ □ □ □                            |
| 10. Instructs library staff in using printed and non-print reference resources.                            | □ □ □ □                            |
| 11. Maintains a positive learning environment in the library.                                              | □ □ □ □                            |
| 12. Provides professional backup/support to solve problems.                                                | □ □ □ □                            |
| 13. Selects appropriate and useful materials (books, periodicals, media, pamphlets, etc.) for purchase.    | □ □ □ □                            |
| 14. Demonstrates use of library resources.                                                                 | □ □ □ □                            |
| 15. Possesses written communication skills.                                                                | □ □ □ □                            |
| 16. Possesses oral communication skills.                                                                   | □ □ □ □                            |
| 17. Communicates with supervisor.                                                                          | □ □ □ □                            |
| 18. Completes and compiles library reference statistics and reports accurately and on schedule.            | □ □ □ □                            |
| <b>Overall Librarian Effectiveness</b>                                                                     | □ □ □ □                            |
| (An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)                                       |                                    |

**AREA/DEPARTMENTAL RESPONSIBILITIES AND COLLEGE-WIDE SERVICE**

**RATING**  
(1) (2) (3) (N/A)

- |    |                                                                                                                                                                            |         |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. | Is knowledgeable about and abides by College, Area and Departmental policies, procedures and timelines/targets.                                                            | □ □ □ □ |
| 2. | Orders instructional materials, equipment and textbooks, etc., in a timely fashion.                                                                                        | □ □ □ □ |
| 3. | Assists in scheduling and staffing functions as needed.                                                                                                                    | □ □ □ □ |
| 4. | Works cooperatively with and assists other staff members (especially new faculty).                                                                                         | □ □ □ □ |
| 5. | Provides information for the development of departmental budgets and monitors expenditures as needed.                                                                      | □ □ □ □ |
| 6. | Exercises good judgment in the management and use of facilities, equipment and supplies.                                                                                   | □ □ □ □ |
| 7. | Attends division meetings and in-services.                                                                                                                                 | □ □ □ □ |
| 8. | Initiates and/or participates in overall department-wide program development, maintenance, evaluation, revision, updating and/or expansion of programs.<br>Examples: _____ | □ □ □ □ |
| 9. | Participates in Area and Departmental duties and responsibilities.                                                                                                         | □ □ □ □ |

**Area/Departmental Responsibilities and College-Wide Service Overall Rating** □ □ □ □  
(An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)

**College-wide Service (optional – based on self-evaluation)**

**RATING**  
(Yes) (No) (N/A)

- |     |                                                                                                 |       |
|-----|-------------------------------------------------------------------------------------------------|-------|
| 10. | Demonstrates a pattern of service on College committees, projects and/or student organizations. | □ □ □ |
| 11. | Participates in faculty/college governance.                                                     | □ □ □ |
| 12. | Participates in flexible calendar duty days.                                                    | □ □ □ |

**PROFESSIONAL DEVELOPMENT AND COMMUNITY SERVICE**

(Optional. See attached Self-Evaluation.)

- |    |                                                                                        |       |
|----|----------------------------------------------------------------------------------------|-------|
| 1. | Demonstrates a pattern of academic/professional and/or technical updating or currency. | □ □ □ |
| 2. | Contributes to the local communities.                                                  | □ □ □ |

## COMMENTS OR NARRATIVE BY EVALUATOR

(Attach additional sheets if needed)

## RECOMMENDATION

Check one of the choices below.

1.  Not recommended for continued employment.
2.  Continued employment is questionable and is contingent upon correction of noted inadequacies.
  - ◆ **Any rating lower than (2) in the overall categories must include recommendations for needs improvement (include or attach to evaluation).**
3.  Recommended for continued employment.
  - ◆ **Any rating lower than (2) in the overall categories must include an improvement plan and a subsequent evaluation.**
  - ◆ **Any (1) ratings must be addressed in the evaluation.**



**COMMENTS BY FACULTY MEMBER**

(Attach additional sheets if needed)

NOTE: Complete and attach Instructional Performance Supplemental Evaluation Form if appropriate.

DATE: \_\_\_\_\_ SIGNATURE OF EMPLOYEE \_\_\_\_\_

DATE: \_\_\_\_\_ SIGNATURE OF ADMINISTRATOR \_\_\_\_\_

The above signature of the faculty member indicates that the faculty member has been given a copy of this evaluation and the opportunity to review it. It does not necessarily denote agreement with all factors of the evaluation.

# PEER PERFORMANCE EVALUATION

The faculty member may choose to have a peer evaluation. The peer evaluator will be mutually agreed upon by the faculty member and the dean.

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**INSTRUCTIONAL PROGRAM OR DISCIPLINE:** \_\_\_\_\_

**EVALUATING PEER:** \_\_\_\_\_

**Rating Scale:**

- N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.
- (1) Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).
- (2) Doing WHAT IS EXPECTED in this position (quality/quantity).
- (3) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

**The evaluator shall explain any rating of (1) under the comment section.**

**TEACHING AND INSTRUCTION EFFECTIVENESS**  
(Based on peer observations)

|                                                                                            | <b>RATING</b>            |
|--------------------------------------------------------------------------------------------|--------------------------|
|                                                                                            | <b>(1) (2) (3) (N/A)</b> |
| 1. Plans for and is well prepared to teach.                                                | □ □ □ □                  |
| 2. Provides organized and effective delivery of instruction.                               | □ □ □ □                  |
| 3. Courteous to and approachable by students.                                              | □ □ □ □                  |
| 4. Demonstrates sensitivity to students from diverse backgrounds.                          | □ □ □ □                  |
| 5. Able to relate with students and command their respect.                                 | □ □ □ □                  |
| 6. Stimulates student participation.                                                       | □ □ □ □                  |
| 7. Instruction is consistent with the stated and approved goals and content of the course. | □ □ □ □                  |
| 8. Shows enthusiasm for the subject matter.                                                | □ □ □ □                  |
| 9. Uses effective motivation to create student desire to learn the subject/skill(s).       | □ □ □ □                  |
| 10. Makes effective use of teaching aids and materials.                                    | □ □ □ □                  |
| <b>Overall Teaching and Instruction Effectiveness</b>                                      | □ □ □ □                  |
| (An average rating of 1.5 = an overall rating of 2; 2.5 = 3)                               |                          |

**COMMENTS OR NARRATIVE BY EVALUATOR**

(Classroom visitation and comments)

(Attach additional sheets if needed)

Classroom visitation(s): Date(s) \_\_\_\_\_ Time observed: \_\_\_\_\_

Specific class visited:

Comments: (Optional)

Other comments:

DATE: \_\_\_\_\_ SIGNATURE OF EVALUATOR \_\_\_\_\_

An "X" indicates this peer evaluation will be included in the formal evaluation.

DATE: \_\_\_\_\_ SIGNATURE OF FACULTY MEMBER \_\_\_\_\_

The above signature of the faculty member indicates that the faculty member has been given a copy of this evaluation and the opportunity to review it. It does not necessarily denote agreement with all factors of the evaluation.



# FACULTY SELF EVALUATION (Optional)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

TERM: \_\_\_\_\_ AREA: \_\_\_\_\_ DEPARTMENT: \_\_\_\_\_

CURRENT ASSIGNMENT/EDUCATIONAL PROGRAM AREA: \_\_\_\_\_

1. Please list your accomplishments and contributions to teaching and your respective program area, professional growth and currency, area and departmental contributions and service to the college as a whole. Community service, though optional, may be commented upon at your discretion.
2. Complete and submit to your immediate supervisor to be included in your evaluation.

**I. ACCOMPLISHMENTS AND CONTRIBUTIONS RELATED TO FACULTY ASSIGNMENT(S)**

**II. PROFESSIONAL DEVELOPMENT:** List or describe activities which demonstrate a pattern of academic, professional and/or technical updating and currency in your teaching field, i.e., courses taken (include dates), conferences, professional awards, staff development activities, visitations to other educational institutions, agencies or organizations, self-directed study, upgrading, etc.

- III. AREA AND DEPARTMENTAL RESPONSIBILITIES:** List or describe activities which demonstrate a pattern of contributions to your academic area, department and program outside the classroom.
- IV. COLLEGE-WIDE SERVICE:** List or describe activities which demonstrate a pattern of service to the college as a whole, i.e., participation in college governance, college-wide committees, project teams, student organizations, state-wide organizations, accreditation functions, etc.
- V. COMMUNITY SERVICE:** The College values the contributions made to the local communities by the instructional staff. However, such contributions are at the option of the instructor and are not a formal requirement of the full-time college instructor. This space is provided for you to insert a record of such contributions should you so desire. Information supplied is optional and is provided at your discretion.

**VI. OTHER INFORMATION:** Please provide any other information you feel is relevant to a balanced and comprehensive evaluation of your performance and contributions to teaching and to the college district as a whole, i.e., unique situations, mitigating factors, etc.

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX II**

### **GUIDELINES FOR ADMINISTERING STUDENT EVALUATION OF INSTRUCTOR**

#### **PURPOSE**

The purpose of evaluation is to maintain and improve the quality of instruction. Evaluation is an ongoing process which focuses on the professional performance of the instructor. Direct supervisorial evaluation and student evaluations are required components (CTA Contract Article 4) of the evaluation process; however, peer and self-evaluation may be included at the discretion of the instructor (CTA Contract Article 4).

#### **PROCEDURES FOR ADMINISTERING THE SURVEY**

The survey shall be given at a time between one third and two thirds into the semester. It is the mutual responsibility of the instructor and the division Dean to select the classes that will be surveyed (CTA Contract Article 4). The date and time to administer the survey shall then be determined by the instructor.

The division Dean shall provide a packet including the survey and the answer sheets. In order to insure the privacy of the results of the survey, the answer sheets will be coded so that only the division Dean will be able to identify the instructor and the course to which the sheets belong.

Divisions may add items to the evaluation form in order to include specific questions that relate to those divisions. Items 31-35 will be developed by instructors within divisions and approved by a majority of division members. Divisions may wish to develop a bank of approved questions from which instructors may choose a maximum of five.

The instructor shall designate a student from her/his class to administer the survey. While the survey is given, the instructor will leave the room. The student will read a standard statement of the class and will give the questionnaires to the students. After the survey has been completed, the answer sheets will be placed in an envelope which will then be sealed. There will be a special box on campus in which the designated student will deposit the envelope. From this box, the envelope will go to the Assessment Center. With off-campus classes, the student will collect the answer sheets and mail them directly to the Assessment Center on the same evening.

After the answer sheets have been tabulated by the Assessment Center staff, they are returned to the immediate supervisor. A typewritten copy of the student's comments and the results of the survey will be given to the instructor and the originals will be maintained by the division Dean for a period no longer than three years.

2/20/85—Updated 2/2002

**SOLANO COMMUNITY COLLEGE**  
**DIRECTIONS FOR STUDENT ADMINISTRATION OF SURVEY**

Thank you for your assistance in administering the survey.

Please do the following:

1. Write the 6-digit evaluation code on the board. This number is to be written on the upper right hand corner on the inside flap of the large envelope.
2. Given each student:
  - a. survey form
  - b. answer sheet
  - c. pencil
3. Read this statement to the class:

"Enter the evaluation code in the boxes next to the shaded area on your answer sheet, then mark the correct bubble next to each box." (Allow time for students to enter and mark code.)

"This instructor evaluation form gives you the opportunity to express your opinions of this course and the way it is being taught. The statements included are qualities and/or methods important to good teaching. Your written comments will be typed so that your handwriting will not be identifiable. Your responses will be placed in a sealed envelope to insure that all information is kept confidential. Furthermore, the answer sheets are coded so that only the instructor's supervisor can identify the instructor to whom the forms belong. Read each item carefully and decide how you would rate this instructor and/or course. Please do not write your name or the instructor's name on the answer sheet."
4. After students have finished, collect the materials. Place completed answer sheets and survey forms in the large envelope. Place the pencils in the small envelope.
5. Seal the large envelope.
6. For on-campus classes, deliver the envelope to the main entrance of Building 100 (west side) and drop in the Book Depository on the left side of the door.

For off-campus classes mail the envelope to the Assessment Center on the same evening.

Revised 10/22/86  
ELM:cc



## SOLANO COMMUNITY COLLEGE STUDENT EVALUATION OF INSTRUCTOR

*This survey lets you express how you feel about your instructor and this course. Only aggregate responses will be given to the instructor and her/his supervisor. To ensure confidentiality, **please do NOT write either your name or the instructor's name on this answer sheet.** Do NOT mark responses to items that do NOT apply to this course.*

NOTE: The information on the next two pages are taken from the Scantron form used in evaluation process.

### INFORMATION ABOUT THE INSTRUCTOR AND THE COURSE

Mark items numbered 1 to 20 using the following scale:

- A = Strongly agree
- B = Agree
- C = Don't know
- D = Disagree
- E = Strongly disagree

Do not mark responses to items which do not apply to this course.

1. The instructor shows that she/he is sensitive to the feelings and needs of the students.
2. The instructor is well prepared for lectures, discussions and/or labs.
3. The instructor has adequate knowledge of the course material.
4. The instructor shows confidence during the class.
5. The instructor keeps the lecture(s) and/or class discussion(s) focused on the subject of the course.
6. The instructor tries to find out if the students understand the material presented.
7. The instructor's method of presenting material makes her/his teaching effective.
8. The instructor uses clear and appropriate examples to explain new material.
9. The instructor encourages students to ask questions, disagree or express their own ideas.
10. The instructor is intellectually stimulating (thought provoking or causes students to do additional studying on their own).
11. The instructor shows enthusiasm and interest in teaching the course.
12. The instructor is generally available to students outside of class during scheduled office hours and appointments.
13. The instructor treats students fairly regardless of sex, age, ethnic background or physical condition.
14. The instructor gives adequate instructions concerning assignments.
15. The instructor begins most class sessions on time.
16. The instructor is present during most or all of the scheduled class meetings.
17. The purposes of this course (the concepts, facts or skills presented) have been made clear to the students.
18. The out-of-class assignments are directly related to the purposes of this course.
19. The tests and assignments are graded and returned within reasonable time.
20. The way the performance of the students is evaluated in this course is fair and related to the purposes of the course.

## STUDENT INFORMATION

For items 21 to 31 choose the most correct response for each item.

21. For my ability and preparation, the material was presented  
(A) Too fast (B) Fast (C) About right (D) Slow (E) Too slow
22. Assuming a standard of two hours of outside preparation for each hour of class, the work required for this course is:  
(A) Excessive (B) High (C) About right (D) Low (E) Insignificant
23. I have met with the instructor outside of class to discuss the course:  
(A) Many times (B) A few times (C) Never, it was not necessary  
(D) Never, the instructor was not available (E) Never, I didn't attempt
24. I have been absent from class:  
(A) Never (B) Once or twice (C) 3 or 4 times (D) 5 to 9 times  
(E) Far below average
25. I would recommend this instructor to my friends as:  
(A) One of the best (B) Above Average (C) Average (D) Below average  
(E) Far below average
26. Compared with what I expected to get from this course, I feel that I am getting:  
(A) Far more than I expected (B) More than I expected (C) What I expected  
(D) Less than I expected (E) Far less than I expected

## ADDITIONAL STUDENT INFORMATION

27. By the end of this semester, I will have completed the following college units:  
(A) 0 - 15 (B) 16 - 30 (C) 31 - 45 (D) 46 - 60 (E) 60 +
28. My overall grade point average for college courses completed is: (leave blank if you have not completed any college courses or if you don't know your grade point average).  
(A) 3.5 - 4.0 (B) 3.0 - 3.4 (C) 2.5 - 2.9 (D) 2.0 - 2.4 (E) 0 - 1.9
29. My final grade in this course will probably be:  
(A) A (B) B (C) C (D) D or F (E) Don't know
30. I took this course to satisfy  
(A) Major or certificate requirements (B) Transfer requirements  
(C) General Education requirements (D) Electives (E) I'm not sure
- 31.
- 32.
- 33.
- 34.
- 35.

## PLEASE NOTE THESE SPECIAL INSTRUCTIONS FOR COMMENTS SECTION OF ANSWER SHEET

Many instructors have indicated that written comments help them understand better the responses to the multiple-choice items, and that the written comments frequently contain very helpful and constructive recommendations.

Please take the time and effort to:

- a) Explain or elaborate on your responses.
- b) Suggest ways in which the instructor can improve her/his teaching.
- c) Suggest ways in which the course can be improved.
- d) Please don't write your name or the instructor's name on the answer sheet.

Revised 5/19/04

**SOLANO COMMUNITY COLLEGE**  
**Course Evaluation**

Course Name and Number \_\_\_\_\_

Semester and Year \_\_\_\_\_ Instructor \_\_\_\_\_

**Instructions:** We need your frank and thoughtful comments to help us acknowledge, improve and occasionally reward the quality of our teaching. After the grades are in, your responses will be studied by the instructor and the supervisor. As these evaluations are confidential, please do not sign your name. Use a typewriter or computer if you wish. After completing the evaluation, submit it to the designated student who will submit them to the Division Office.

---

What did you find valuable in this course? You might wish to comment, where appropriate, on:

- the assigned reading and class assignments
- the instructor's presentations in class (clarity, quality of communication, enthusiasm)
- class discussion
- availability of instructor outside of class

What were the course's shortcomings? How do you think it might be improved?

What were the instructor's particular strengths and weaknesses in this course?

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall teaching effectiveness of the instructor?

|            |   |   |            |   |   |           |
|------------|---|---|------------|---|---|-----------|
| 1          | 2 | 3 | 4          | 5 | 6 | 7         |
| Not at all |   |   | Moderately |   |   | Extremely |
| effective  |   |   | effective  |   |   | effective |

SOLANO COMMUNITY COLLEGE  
Student Evaluation of Counselor

*This survey lets you express how you feel about your counselor. The response will be given only to the counselor and her/his supervisor. **PLEASE DON'T WRITE YOUR NAME OR THE COUNSELOR'S NAME ON THE ANSWER SHEET!** Do not mark responses to items which do not apply.*

*Thank you for providing this information.*

- A = Strongly agree
- B = Agree
- C = Don't know
- D = Disagree
- E = Strongly disagree

1. The counselor was sensitive to my feelings and needs
2. The counselor was well prepared for the counseling appointment.
3. The counselor was on time for the counseling appointment.
4. The counselor encouraged me to ask questions, and to express myself
5. The counselor showed genuine interest in me.
6. The counselor demonstrated knowledge of requirements for major programs and general education.
7. The counselor assisted me in obtaining career information.
8. The counselor focused on my concerns.
9. The counselor provided a written record of my program planning session.
10. The counselor was a good listener.
11. The counselor was considerate and focused on my concerns.
12. The counselor was helpful.
13. The counselor was supportive and encouraging.
14. The counselor demonstrated knowledge in helping me with personal problems.
15. The counselor answered the questions I had.
16. The counselor made an appropriate referral.
17. The counselor was able to clearly interpret test results.
18. I feel I benefited from my counseling appointment.
19. I would meet with the counselor again.

PLEASE NOTE THESE SPECIAL INSTRUCTIONS FOR THE COMMENTS SECTION ON BACK OF THIS SHEET.

*Many counselors have indicated that written comments help them understand better the responses to multiple-choice items, and that the written comments frequently contain very helpful and constructive recommendations.*

Please take the time and effort to:

- a) Explain or elaborate on your responses.
- b) Suggest ways in which the counselor can improve his/her counseling.
- c) Suggest ways in which the counseling sessions can be improved.

**PLEASE DON'T WRITE YOUR NAME OR THE COUNSELOR'S NAME ON THE ANSWER SHEET.**

**SLD/zg-2/20/02**

## SOLANO COMMUNITY COLLEGE STUDENT EVALUATION OF DISTANCE EDUCATION INSTRUCTOR

*This survey lets you express how you feel about your instructor and this course. Only aggregate responses will be given to the instructor and her/his supervisor. To ensure confidentiality, **please do NOT enter either your name or the instructor's name on this answer form.** Do NOT mark responses to items that do NOT apply to this course.*

NOTE: The information on the next two pages are taken from the web form used in the evaluation process.

### INFORMATION ABOUT THE INSTRUCTOR AND THE COURSE

Mark items numbered 1 to 20 using the following scale:

- A = Strongly agree
- B = Agree
- C = Don't know
- D = Disagree
- E = Strongly disagree

Do not mark responses to items which do not apply to this course.

1. The instructor shows that she/he is sensitive to the feelings and needs of the students.
2. The instructor's materials are well prepared throughout the course.
3. The instructor has adequate knowledge of the course material.
4. The instructor conducted the course in a confident manner.
5. The instructor keeps the lecture(s) and/or presentations, and/or class discussion(s) focused on the subject of the course.
6. The instructor tries to find out if the students understand the material presented.
7. The instructor's method of presenting material makes her/his teaching effective.
8. The instructor uses clear and appropriate examples to explain new material.
9. The instructor encourages students to ask questions, disagree or express their own ideas.
10. The instructor is intellectually stimulating (thought provoking or causes students to do additional studying on their own).
11. The instructor shows enthusiasm and interest in teaching the course.
12. The instructor is generally available to students throughout the semester (for example, during scheduled office hours, appointments, Instant Messaging, email, phone calls).
13. The instructor communicated regularly and effectively through announcements, notes, e-mail, grading comments or other means.
14. The instructor treats students fairly regardless of sex, age, ethnic background or physical condition.
15. The instructor gives adequate instructions concerning assignments.
16. The instructor opened the course units and exams on time.
17. The purposes of this course (the concepts, facts or skills presented) have been made clear to the students.
18. The assignments are directly related to the purposes of this course.
19. The tests and assignments are graded and returned within reasonable time.
20. The way the performance of the students is evaluated in this course is fair and related to the purposes of the course.

## STUDENT INFORMATION

For items 21 to 31 choose the most correct response for each item.

21. For my ability and preparation, the material was presented:  
(A) Too fast (B) Fast (C) About right (D) Slow (E) Too slow
22. Assuming a standard of three hours of time spent each week for each unit of class credit, the work required for this course is:  
(A) Excessive (B) High (C) About right (D) Low (E) Insignificant
23. I have communicated or met with the instructor to discuss the course:  
(A) Many times (B) A few times (C) Never, it was not necessary  
(D) Never, the instructor was not available (E) Never, I didn't attempt
24. I would recommend this instructor to my friends as:  
(A) One of the best (B) Above Average (C) Average (D) Below average  
(E) Far below average
25. Compared with what I expected to get from this course, I feel that I am getting:  
(A) Far more than I expected (B) More than I expected (C) What I expected  
(D) Less than I expected (E) Far less than I expected

## ADDITIONAL STUDENT INFORMATION

26. By the end of this semester, I will have completed the following college units:  
(A) 0 - 15 (B) 16 - 30 (C) 31 - 45 (D) 46 - 60 (E) 60 +
27. By the end of this semester, I will have completed the following **online** college units:  
(A) 0 - 15 (B) 16 - 30 (C) 31 - 45 (D) 46 - 60 (E) 60 +
28. I will take additional online courses.  
(A) Strongly agree (B) Agree (C) Don't know (D) Disagree (E) Strongly disagree
29. My overall grade point average for college courses completed is: (Skip if you have not completed any college courses or if you don't know your grade point average).  
(A) 3.5 - 4.0 (B) 3.0 - 3.4 (C) 2.5 - 2.9 (D) 2.0 - 2.4 (E) 0 - 1.9
30. My final grade in this course will probably be:  
(A) A (B) B (C) C (D) D or F (E) Don't know
31. I took this course to satisfy  
(A) Major or certificate requirements (B) Transfer requirements  
(C) General Education requirements (D) Electives (E) I'm not sure

## PLEASE NOTE THESE SPECIAL INSTRUCTIONS FOR COMMENTS SECTION OF FORM

\*Many instructors have indicated that written comments help them understand better the responses to the multiple-choice items, and that the written comments frequently contain very helpful and constructive recommendations.

Please take the time and effort to:

- a) Explain or elaborate on your responses to any of the previous questions.
- b) Suggest ways in which the instructor can improve her/his teaching.
- c) Suggest ways in which the course can be improved.
- d) Please don't write your name or the instructor's name.

6/20/07

**SOLANO COMMUNITY COLLEGE**  
**Distance Education Course Evaluation**

Course Name and Number \_\_\_\_\_

Semester and Year \_\_\_\_\_ Instructor \_\_\_\_\_

**Instructions:** We need your frank and thoughtful comments to help us acknowledge, improve and occasionally reward the quality of our teaching. After the grades are in, your responses will be studied by the instructor and the supervisor. As these evaluations are confidential, please do not sign your name on this form. After completing the evaluation, click submit.

---

1. What did you find valuable in this course? You might wish to comment, where appropriate, on: the assigned reading and class assignments, the instructor's presentations (clarity, quality of communication, enthusiasm), class discussions, availability of instructor.
  
2. What were the course's shortcomings? How do you think it might be improved?
  
3. What were the instructor's particular strengths and weaknesses in this course?
  
4. Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall teaching effectiveness of the instructor?
  - a. Extremely effective
  - b. Effective
  - c. Moderately effective
  - d. Not very effective
  - e. Not at all effective.

6/20/07





## Regular Faculty - Vocational Track Placement

Vocational instructors who select the vocational placement shall be placed on the adjunct faculty salary schedule based on professional education and vocational/occupational experience. Effective Spring semester 1993, six (6) years of full-time experience will be deducted from the total number of years of full-time experience in the vocational area. Vocational instructors are allowed credit for full-time vocational experience beyond six (6) years at the rate of two (2) years for one (1) step for approximately directly related full-time vocational experience. Appropriateness of experience shall be determined by the Director of Human Resources. Teaching, counseling and librarian experience and appropriate occupational experience may be combined for maximum placement of Step 10.

### **Class 1**

CC Instructor/Partial  
High school diploma  
6 years of occupational experience

### **Class 2 (qualify in one of the following)**

AA degree  
6 years of professional experience  
Certification/licensure if applicable

BA degree  
2 years of professional experience  
Certification/licensure if applicable

CC Instructor/Fully Satisfied  
High school diploma  
6 years of occupational experience  
24 semester units

CC Instructor/Partial  
AA degree or 60 semester units  
4 years of occupational experience

CC Instructor/Partial  
BA degree  
2 years of occupational experience

Long-Term Vocational Class A  
Credential

Standard Designated Subjects/  
Life Credential  
8 semester units

### **Class 3 (qualify in one of the following)**

AA degree  
6 years of professional experience  
Certification/licensure if applicable  
Phase I and II

BA degree  
2 years of professional experience  
Certification/licensure if applicable  
Phase I, II, or the equivalent

CC Instructor/Fully Satisfied  
AA degree  
4 years of occupational experience  
Phase I and II

CC Instructor/Fully Satisfied  
BA degree  
2 years of occupational experience

Long-term Vocational Class A Credential  
60 semester units  
Phase I and II

Standard Designated Subjects/Life  
60 Semester units  
Phase I and II

### **Class 4 (qualify in one of the following)**

BA degree plus 15 semester units of upper  
division/graduate level courses  
2 years of professional experience  
Certification/licensure if applicable  
Phase I and II

MA degree  
2 years of occupational experience

CC Instructor/Fully Satisfied  
BA degree plus 15 semester units  
2 years of occupational experience  
Phase I and II

Standard Designated Subjects or  
Vocational Class A Life Credentials  
BA degree plus 15 semester units.

SOLANO COMMUNITY COLLEGE DISTRICT  
 ADJUNCT FACULTY SALARY SCHEDULE (0712A)- (Revised 7/18/2012)  
 2012-13 ACADEMIC YEAR

| STEP | CATEGORIES | INITIAL | MA                 | MA + 24            | MA + 48            | EARNED               |
|------|------------|---------|--------------------|--------------------|--------------------|----------------------|
|      |            | CLASS 1 | BA + 24<br>CLASS 2 | BA + 48<br>CLASS 3 | BA + 72<br>CLASS 4 | DOCTORATE<br>CLASS 5 |
| 1    | Categ 1    | 50.54   | 54.93              | 59.31              | 63.69              | 66.50                |
|      | Categ 2    | 48.28   | 52.47              | 56.66              | 60.86              | 63.53                |
|      | Categ 3    | 46.03   | 50.03              | 54.01              | 58.01              | 60.56                |
| 2    | Categ 1    | 52.73   | 57.13              | 61.50              | 65.90              | 68.69                |
|      | Categ 2    | 50.38   | 54.58              | 58.76              | 62.95              | 65.63                |
|      | Categ 3    | 48.03   | 52.03              | 56.02              | 60.02              | 62.62                |
| 3    | Categ 1    | 54.93   | 59.32              | 63.69              | 68.09              | 70.88                |
|      | Categ 2    | 52.47   | 56.68              | 60.86              | 65.05              | 67.72                |
|      | Categ 3    | 50.03   | 54.02              | 58.01              | 62.01              | 64.56                |
| 4    | Categ 1    | 57.14   | 61.51              | 65.91              | 70.29              | 73.08                |
|      | Categ 2    | 54.59   | 58.77              | 62.96              | 67.14              | 69.82                |
|      | Categ 3    | 52.04   | 56.02              | 60.02              | 64.01              | 66.56                |
| 5    | Categ 1    | 59.33   | 63.70              | 68.10              | 72.48              | 75.29                |
|      | Categ 2    | 56.69   | 60.87              | 65.06              | 69.25              | 71.92                |
|      | Categ 3    | 54.03   | 58.02              | 62.02              | 66.01              | 68.56                |

**INITIAL PLACEMENT: See CCA/CTA Collective Bargaining Agreement (Article 20) for specific placement information.**

- \* Class placement (academic or vocational) is determined at the time of initial employment.
- \* Academic placement is determined by the semester units noted above. Vocational placement is based on the reverse page of this document.
- \* Units are in terms of upper division/graduate semester units with a grade of "C" or better. Quarter units are multiplied by 2/3 to determine semester equivalent.
- \* Lower division courses closely related to the employee's teaching field may be approved for initial salary placement upon written request to the Executive Vice-President of Academic Affairs. Employees are responsible for pursuing this option.
- \* Please refer to Article 20, Experience Credit for Adjunct Faculty - Academic Track & Placement.
- \* Please refer to Article 20, Experience Credit for Adjunct Faculty - Vocational Track Placement.
- \* All transcripts and written verifications of experience must be submitted to Human Resources within three (3) months of date of hire for initial placement on the salary schedule.

**SALARY ADVANCEMENT: See CCA/CTA Collective Bargaining Agreement (Article 20) for specific advancement information.**

- \* Advancement to a higher class is available. Faculty members who file verifying transcripts in Human Resources no later than October 1 will advance on the salary schedule retroactive to the first day of employment in the current academic year. Coursework must have been completed by the start of the academic year in which the salary advancement becomes effective.
- \* Lower division courses taken after initial employment require prior approval by the Class Advancement Committee. Contact Human Resources for the appropriate forms.
- \* Concurrent service in the day and continuing education and summer session programs shall be counted as one period of service with a maximum of one year experience credit granted per academic year.
- \* A full year of service shall be the equivalent of two semesters or summer sessions with a minimum of the following:  
 INSTRUCTORS: two semesters of three (3) credit units or 48 hours for lab instruction per semester.  
 COUNSELORS: two semesters of six (6) hours per week per semester.  
 LIBRARIANS: two semesters of seven (7) hours per week per semester.

Board Adopted: 5/16/2012  
 Effective 7/01/2012  
 1.00 % Increase

## Adjunct Faculty - Vocational Track Placement- 2012-2013

Vocational instructors who select the vocational placement shall be placed on the adjunct faculty salary schedule based on their professional education and vocational/occupational experience. Effective Spring semester 1993, six (6) years of full-time vocational experience will be deducted from the total number of years of full-time experience in the vocational area. Vocational instructors are allowed credit for full-time vocational experience beyond six (6) years at the rate of two (2) years for one (1) step for appropriately directly related full-time vocational experience. Appropriateness of experience shall be determined by the Director of Human Resources. Teaching, counseling and librarian experience and appropriate occupational experience may be combined for maximum salary placement of Step 10.

**Class 1**  
 CC Instructor/Partial AND  
 High school diploma AND  
 6 years of occupational experience

**Class 2 (qualify in one of the following options)**  
 AA degree AND  
 6 years of professional experience AND  
 Certification/licensure if applicable

BA degree AND  
 2 years of professional experience AND  
 Certification/licensure if applicable

CC Instructor/Fully Satisfied AND  
 High school diploma AND  
 6 years of occupational experience AND  
 24 semester units

CC Instructor/Partial AND  
 AA degree or 60 semester units AND  
 4 years of occupational experience

CC Instructor/Partial AND  
 BA degree AND  
 2 years of occupational experience

Long-Term Vocational Class A Credential

Standard Designated Subjects/Life Credential AND  
 8 semester units

**Class 3 (qualify in one of the following options)**  
 AA degree AND  
 6 years of professional experience AND  
 Certification/licensure if applicable AND  
 Phase I and II

BA degree AND  
 2 years of professional experience AND  
 Certification/licensure if applicable AND  
 Phase I, II, or the equivalent

CC Instructor/Fully Satisfied AND  
 AA degree AND  
 4 years of occupational experience AND  
 Phase I and II

CC Instructor/Fully Satisfied AND  
 BA degree AND  
 2 years of occupational experience

Long-term Vocational Class A Credential AND  
 60 semester units AND  
 Phase I and II

Standard Designated Subjects/Life AND  
 60 Semester units AND  
 Phase I and II

**Class 4 (qualify in one of the following options)**  
 BA degree plus 15 semester units of upper  
 division/ graduate level courses AND  
 2 years of professional experience AND  
 Certification/licensure if applicable AND  
 Phase I and II

MA degree AND  
 2 years of occupational experience

CC Instructor/Fully Satisfied AND  
 BA degree plus 15 semester units AND  
 2 years of occupational experience AND  
 Phase I and II

Standard Designated Subjects or  
 Vocational Class A Life Credentials AND  
 BA degree plus 15 semester units.

## SOLANO COMMUNITY COLLEGE

### 2013-14 REGULAR FACULTY SALARY SCHEDULE - ACADEMIC TRACK

For advancement on salary scale (Class to Class), See Article 20  
Credit for lower division coursework requires prior approval  
by Class Advancement Committee

| STEP | INITIAL<br>CLASS 1 | BA + 24<br>MA<br>CLASS 2 | BA + 48<br>MA + 24<br>CLASS 3 | BA + 72<br>MA + 48<br>DOCTORATE<br>CLASS 4 |
|------|--------------------|--------------------------|-------------------------------|--------------------------------------------|
| 1    | 44,631             | 48,511                   | 52,391                        | 56,271                                     |
| 2    | 46,571             | 50,451                   | 54,331                        | 58,211                                     |
| 3    | 48,511             | 52,391                   | 56,271                        | 60,151                                     |
| 4    | 50,451             | 54,331                   | 58,211                        | 62,091                                     |
| 5    | 52,391             | 56,271                   | 60,151                        | 64,031                                     |
| 6    | 54,331             | 58,211                   | 62,091                        | 65,971                                     |
| 7    | 56,271             | 60,151                   | 64,031                        | 67,911                                     |
| 8    | 58,211             | 62,091                   | 65,971                        | 69,851                                     |
| 9    | 60,151             | 64,031                   | 67,911                        | 71,791                                     |
| 10   | 62,091             | 65,971                   | 69,851                        | 73,731                                     |
| 11   | 64,031             | 67,911                   | 71,791                        | 75,671                                     |
| 12   |                    | 69,851                   | 73,731                        | 77,611                                     |
| 13   |                    |                          | 75,671                        | 79,551                                     |
| 14   |                    |                          |                               | 81,491                                     |
| 15   |                    |                          |                               | 83,431                                     |
| 16   |                    |                          |                               | 86,547                                     |

\* Units taken after degree award dates in classes 2-4 are based on semester units.

\* Earned doctorate: \$2,400 annual stipend

\* Longevity: \$1,500 at beginning of 20th year of service to SCC  
\$3,000 at beginning of 25th year of service to SCC  
\$4,000 at beginning of 30th year of service to SCC

\* Maximum entry is Step 10 (9 years of creditable service)

\* Salary is based on 175 workdays; additional workdays are paid on a daily basis.

\* Salary placement and advancement information is readily available in Human Resources

\* Work year: Instructors - 175 workdays; Counselors - 185 workdays;  
Disability Services Coordinator/Counselor - 190 workdays

\* Step Differentials:

Steps 1-15 1,940

Steps 15-16 3,116

\* Class Differential 3,880 (2 x Step Diff 1-15):

Board Approved: 5/16/2012

Effective 7/1/2012/DRL

1% Increase

## Regular Faculty - Vocational Track Placement

Vocational instructors who select the vocational placement shall be placed on the adjunct faculty salary schedule based on professional education and vocational/occupational experience. Effective Spring semester 1993, six (6) years of full-time experience will be deducted from the total number of years of full-time experience in the vocational area. Vocational instructors are allowed credit for full-time vocational experience beyond six (6) years at the rate of two (2) years for one (1) step for approximately directly related full-time vocational experience. Appropriateness of experience shall be determined by the Director of Human Resources. Teaching, counseling and librarian experience and appropriate occupational experience may be combined for maximum salary placement of Step 10.

### **Class 1**

CC Instructor/Partial  
High school diploma  
6 years of occupational experience

### **Class 2 (qualify in one of the following)**

AA degree  
6 years of professional experience  
Certification/licensure if applicable

BA degree  
2 years of professional experience  
Certification/licensure if applicable

CC Instructor/Fully Satisfied  
High school diploma  
6 years of occupational experience  
24 semester units

CC Instructor/Partial  
AA degree or 60 semester units  
4 years of occupational experience

CC Instructor/Partial  
BA degree  
2 years of occupational experience

Long-Term Vocational Class A  
Credential

Standard Designated Subjects/  
Life Credential  
8 semester units

### **Class 3 (qualify in one of the following)**

AA degree  
6 years of professional experience  
Certification/licensure if applicable  
Phase I and II

BA degree  
2 years of professional experience  
Certification/licensure if applicable  
Phase I, II, or the equivalent

CC Instructor/Fully Satisfied  
AA degree  
4 years of occupational experience  
Phase I and II

CC Instructor/Fully Satisfied  
BA degree  
2 years of occupational experience

Long-term Vocational Class A Credential  
60 semester units  
Phase I and II

Standard Designated Subjects/Life  
60 Semester units  
Phase I and II

### **Class 4 (qualify in one of the following)**

BA degree plus 15 semester units of upper  
division/graduate level courses  
2 years of professional experience  
Certification/licensure if applicable  
Phase I and II

MA degree  
2 years of occupational experience

CC Instructor/Fully Satisfied  
BA degree plus 15 semester units  
2 years of occupational experience  
Phase I and II

Standard Designated Subjects or  
Vocational Class A Life Credentials  
BA degree plus 15 semester units.

SOLANO COMMUNITY COLLEGE DISTRICT  
 ADJUNCT FACULTY SALARY SCHEDULE (0713A) (Revised 7/18/12)  
 2013-14 ACADEMIC YEAR

| STEP | CATEGORIES | INITIAL | MA                 | MA + 24            | MA + 48            | EARNED               |
|------|------------|---------|--------------------|--------------------|--------------------|----------------------|
|      |            | CLASS 1 | BA + 24<br>CLASS 2 | BA + 48<br>CLASS 3 | BA + 72<br>CLASS 4 | DOCTORATE<br>CLASS 5 |
| 1    | Categ 1    | 51.05   | 55.48              | 59.90              | 64.33              | 67.17                |
|      | Categ 2    | 48.76   | 52.99              | 57.23              | 61.47              | 64.17                |
|      | Categ 3    | 46.49   | 50.53              | 54.55              | 58.59              | 61.17                |
| 2    | Categ 1    | 53.26   | 57.70              | 62.12              | 66.56              | 69.38                |
|      | Categ 2    | 50.88   | 55.13              | 59.35              | 63.58              | 66.29                |
|      | Categ 3    | 48.51   | 52.55              | 56.58              | 60.62              | 63.25                |
| 3    | Categ 1    | 55.48   | 59.91              | 64.33              | 68.77              | 71.59                |
|      | Categ 2    | 52.99   | 57.25              | 61.47              | 65.70              | 68.40                |
|      | Categ 3    | 50.53   | 54.56              | 58.59              | 62.63              | 65.21                |
| 4    | Categ 1    | 57.71   | 62.13              | 66.57              | 70.99              | 73.81                |
|      | Categ 2    | 55.14   | 59.36              | 63.59              | 67.81              | 70.52                |
|      | Categ 3    | 52.56   | 56.58              | 60.62              | 64.65              | 67.23                |
| 5    | Categ 1    | 59.92   | 64.34              | 68.78              | 73.20              | 76.04                |
|      | Categ 2    | 57.26   | 61.48              | 65.71              | 69.94              | 72.64                |
|      | Categ 3    | 54.57   | 58.60              | 62.64              | 66.67              | 69.25                |

**INITIAL PLACEMENT: See CCA/CTA Collective Bargaining Agreement (Article 20) for specific placement information.**

- \* Class placement (academic or vocational) is determined at the time of initial employment.
- \* Academic placement is determined by the semester units noted above. Vocational placement is based on the reverse page of this document.
- \* Units are in terms of upper division/graduate semester units with a grade of "C" or better. Quarter units are multiplied by 2/3 to determine semester equivalent.
- \* Lower division courses closely related to the employee's teaching field may be approved for initial salary placement upon written request to the Executive Vice-President of Academic Affairs. Employees are responsible for pursuing this option.
- \* Please refer to Article 20, Experience Credit for Adjunct Faculty - Academic Track & Placement.
- \* Please refer to Article 20, Experience Credit for Adjunct Faculty - Vocational Track Placement.
- \* All transcripts and written verifications of experience must be submitted to Human Resources within three (3) months of date of hire for initial placement on the salary schedule.

**SALARY ADVANCEMENT: See CCA/CTA Collective Bargaining Agreement (Article 20) for specific advancement information.**

- \* Advancement to a higher class is available. Faculty members who file verifying transcripts in Human Resources no later than October 1 will advance on the salary schedule retroactive to the first day of employment in the current academic year. Coursework must have been completed by the start of the academic year in which the salary advancement becomes effective.
- \* Lower division courses taken after initial employment require prior approval by the Class Advancement Committee. Contact Human Resources for the appropriate forms.
- \* Concurrent service in the day and continuing education and summer session programs shall be counted as one period of service with a maximum of one year experience credit granted per academic year.
- \* A full year of service shall be the equivalent of two semesters or summer sessions with a minimum of the following:  
 INSTRUCTORS: two semesters of three (3) credit units or 48 hours for lab instruction per semester.  
 COUNSELORS: two semesters of six (6) hours per week per semester.  
 LIBRARIANS: two semesters of seven (7) hours per week per semester.

Board Adopted: 5/16/2012  
 Effective 7/01/2012  
 1.00 % Increase

## Adjunct Faculty - Vocational Track Placement 2013-14

Vocational instructors who select the vocational placement shall be placed on the adjunct faculty salary schedule based on their professional education and vocational/occupational experience. Effective Spring semester 1993, six (6) years of full-time vocational experience will be deducted from the total number of years of full-time experience in the vocational area. Vocational instructors are allowed credit for full-time vocational experience beyond six (6) years at the rate of two (2) years for one (1) step for appropriately directly related full-time vocational experience. Appropriateness of experience shall be determined by the Director of Human Resources. Teaching, counseling and librarian experience and appropriate occupational experience may be combined for maximum salary placement of Step 10.

**Class 1**  
 CC Instructor/Partial AND  
 High school diploma AND  
 6 years of occupational experience

**Class 2 (qualify in one of the following options)**  
 AA degree AND  
 6 years of professional experience AND  
 Certification/licensure if applicable

BA degree AND  
 2 years of professional experience AND  
 Certification/licensure if applicable

CC Instructor/Fully Satisfied AND  
 High school diploma AND  
 6 years of occupational experience AND  
 24 semester units

CC Instructor/Partial AND  
 AA degree or 60 semester units AND  
 4 years of occupational experience

CC Instructor/Partial AND  
 BA degree AND  
 2 years of occupational experience

Long-Term Vocational Class A Credential

Standard Designated Subjects/Life Credential AND  
 8 semester units

**Class 3 (qualify in one of the following options)**  
 AA degree AND  
 6 years of professional experience AND  
 Certification/licensure if applicable AND  
 Phase I and II

BA degree AND  
 2 years of professional experience AND  
 Certification/licensure if applicable AND  
 Phase I, II, or the equivalent

CC Instructor/Fully Satisfied AND  
 AA degree AND  
 4 years of occupational experience AND  
 Phase I and II

CC Instructor/Fully Satisfied AND  
 BA degree AND  
 2 years of occupational experience

Long-term Vocational Class A Credential AND  
 60 semester units AND  
 Phase I and II

Standard Designated Subjects/Life AND  
 60 Semester units AND  
 Phase I and II

**Class 4 (qualify in one of the following options)**  
 BA degree plus 15 semester units of upper  
 division/ graduate level courses AND  
 2 years of professional experience AND  
 Certification/licensure if applicable AND  
 Phase I and II

MA degree AND  
 2 years of occupational experience

CC Instructor/Fully Satisfied AND  
 BA degree plus 15 semester units AND  
 2 years of occupational experience AND  
 Phase I and II

Standard Designated Subjects or  
 Vocational Class A Life Credentials AND  
 BA degree plus 15 semester units.





**CTA GRIEVANCE FORM**

**APPENDIX VII**  
PERSONNEL OFFICE  
Date/Time Stamp  
CTA signature #1 required before  
time stamped

1. \_\_\_\_\_  
(President of CTA or CTA Grievance Chair's Signature)

2. \_\_\_\_\_  
Employee's Name & Position  
(Instructor/Counselor/CTA Rep/etc.)

3. Date of Alleged Grievance \_\_\_\_\_

4. Job Site \_\_\_\_\_

5. Statement of facts giving rise to the grievance, specific article(s) and section(s) of the Contract alleged to be violated, misapplied or misinterpreted.

6. Informal meeting: (Briefly explain when meeting was held and what occurred.)

7. Remedy sought.

LEVEL 1--Date presented to the immediate supervisor: \_\_\_\_\_  
(Written response due within ten calendar instructional days)

\_\_\_\_\_  
Immediate Supervisor's signature

\_\_\_\_\_  
Date

*After Level 1 response, the supervisor will distribute copies as follows:  
Immediate Supervisor; CTA President or Grievance Chair; Originator; Personnel Office*

**CTA GRIEVANCE FORM**

Solano Community College

Page 2

Employee's Name & Position \_\_\_\_\_  
(Instructor/Counselor/CTA Rep/etc.)

Date of Alleged Grievance \_\_\_\_\_

Job Site \_\_\_\_\_

Background Information:

Date Grievance presented for Resolution \_\_\_\_\_

Date of Response from Immediate Supervisor \_\_\_\_\_

**ATTACH A COPY OF LEVEL 1 GRIEVANCE AND RESPONSE**

LEVEL 2--Date presented to Superintendent/President: \_\_\_\_\_  
(Written response due within ten calendar instructional days)

\_\_\_\_\_  
Superintendent/President or designee's signature

\_\_\_\_\_  
Date

*After Level 2 response, the Superintendent/President or designee will distribute copies as follows:  
Originator; CTA President or Grievance Chair; Supervisor; Personnel Office*

[ ] The Association appeals the Level 2 decision and hereby submits the grievance to binding arbitration.

LEVEL 3--Date referred to binding arbitration:  
(Submit to Superintendent/President within fifteen days)

\_\_\_\_\_  
CTA President's signature

\_\_\_\_\_  
Date

*After Level 3 response, the CTA President will forward the original copy to the Superintendent/President or designee and make and forward a copy to the Personnel Office.*

**SOLANO COMMUNITY COLLEGE  
ACADEMIC CALENDAR  
2012-13**

**FALL 2012**

|                |                                   |
|----------------|-----------------------------------|
| August 9       | Flex-Cal (Required)               |
| August 10      | Flex-Cal (Required)               |
| August 13      | Classes Begin                     |
| August 18-19   | Saturday/Sunday Classes Begin     |
| September 1-2  | No Saturday/Sunday Classes        |
| September 3    | Holiday (Labor Day)               |
| October 12     | Flex-Cal (Optional)               |
| November 12    | Holiday (Veteran's Day)           |
| November 19    | Flex-Cal (Optional)               |
| November 20    | Flex-Cal (Optional)               |
| November 21    | Holiday (day before Thanksgiving) |
| November 22-23 | Holiday (Thanksgiving)            |
| November 24-25 | No Saturday/Sunday Classes        |
| December 17    | End of Fall Semester              |

**Spring 2013**

|                |                                 |
|----------------|---------------------------------|
| January 10     | Flex-Cal (Required)             |
| January 11     | Flex-Cal (Required)             |
| January 14     | Spring Classes Begin            |
| January 19-20  | Saturday/Sun Classes Begin      |
| January 21     | Holiday (Martin Luther King)    |
| February 14    | Flex-Cal (Optional)             |
| February 15    | Holiday (Lincoln's Birthday)    |
| February 16-17 | No Saturday/Sunday Classes      |
| February 18    | Holiday (Washington's Birthday) |
| February 19    | Flex-Cal (Optional)             |
| March 13       | Flex-Cal (Optional)             |
| March 31       | No Sunday Classes               |
| April 1 – 5    | Spring Break                    |
| April 6        | No Saturday Classes             |
| April 7        | Resume Sunday Classes           |
| May 22         | End of Spring Semester          |
| May 27         | Holiday (Memorial Day)          |

**(For informational purposes only)**

**2001-02 Released assignments**

**Tenure-track assignments:**

**Fire Technology Instructor/Coordinator  
Criminal Justice Instructor/Coordinator  
Cal Works Counselor/Coordinator  
Children's Programs Instructor/Coordinator**

**District-wide assignments:**

**Staff/Faculty Technology Training Coordinator \*  
On-line Courses Coordinator\*  
Ethnic Studies Coordinator  
Vacaville Center Coordinator  
Vallejo Center Coordinator**

**\*Created with a term**

**Division assignments:**

**Fine and Applied Arts and Behavioral Sciences  
Humanities  
Reading/Writing Lab  
Networking Lab**

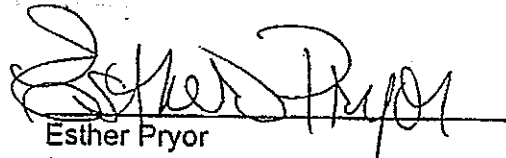
## SIDEBAR AGREEMENT STATE BOARD OF NURSING

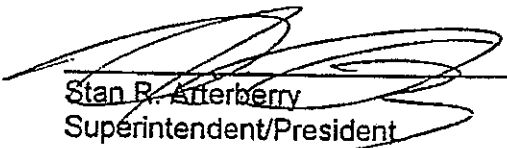
The District and the Association agree to reopen any sections of this agreement needed to address the non-compliance issues as directed by the State Board of Nursing.

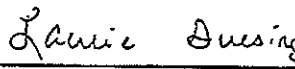
### Solano Community College District

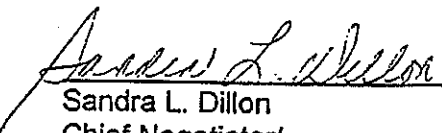
### Solano College Chapter CCA/CTA/NEA

 3-6-02  
Barbara Jones  
President, Governing Board      Date

 2/13/02  
Esther Pryor  
President      Date

 3-6-02  
Stan R. Arterberry  
Superintendent/President      Date

 2-19-02  
Laurie Duesing  
Chief Negotiator      Date

 3-7-02  
Sandra L. Dillon  
Chief Negotiator/  
Director of Human Resources      Date

**SIDEBAR AGREEMENT  
DISSEMINATION OF FUNDS ALLOCATED FOR  
ADJUNCT AND OVERLOAD FACULTY (NEW 8-7-02)**

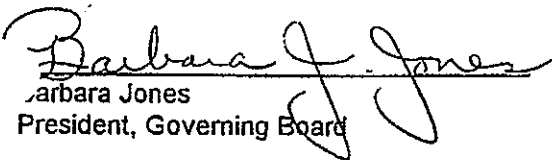
Background: The 2001-02 State budget provided \$419,195 to be paid to adjunct faculty.

Dissemination of the funds: Adjunct and overload faculty who provided paid services from August 15, 2001 through June 30, 2002 including payments earned in the 2002 summer school will receive a one-time, off-the-schedule payment on September 30, 2002. The amount of the payment will be determined as follows: the sum of applicable salaries and statutory benefits is divided into \$419,195 to derive a percentage. This percentage is then applied to the sum of each payee's applicable salary to determine the individual salary amounts to be paid. These salaries plus the statutory benefits will not exceed \$419,195.

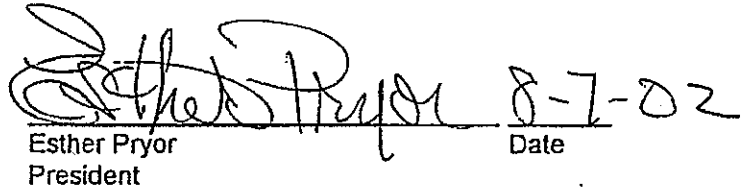
2002-03: If the State provides one-time or on-going funds for adjunct faculty in 2002-03, the District and the Association will negotiate the issue of parity.

**SOLANO COMMUNITY COLLEGE  
DISTRICT**

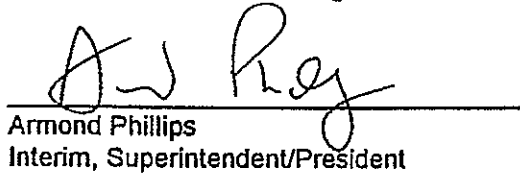
**SOLANO COLLEGE CHAPTER  
CCA/CTA/NEA**

  
Barbara Jones  
President, Governing Board

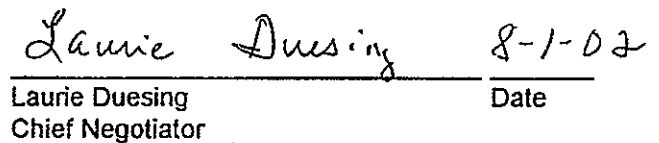
8-7-02  
Date

  
Esther Pryor  
President

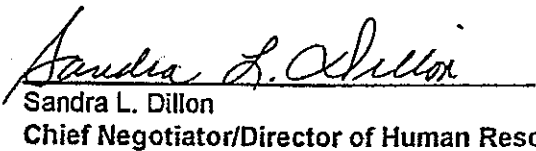
8-7-02  
Date

  
Armond Phillips  
Interim, Superintendent/President

8/8/02  
Date

  
Laurie Duesing  
Chief Negotiator

8-1-02  
Date

  
Sandra L. Dillon  
Chief Negotiator/Director of Human Resources

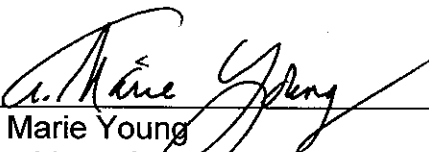
8/7/02  
Date

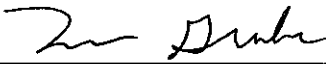
**SIDEBAR AGREEMENT  
HEALTH CARE COMMITTEE  
(Board approved 5-20-09)**


The parties agree the joint committee of SCFA, CSEA, OE-39, College Board and management shall explore health care options. The intent of this joint committee is to establish consensus with regard to health care cost containment and exploration of campus-wide health care options to achieve this goal. The parties agree to meet and negotiate the recommendations of the joint committee during 2009-2010, with implementation of any recommendations during 2010-2011.


**SOLANO COMMUNITY COLLEGE  
DISTRICT**


**SOLANO COLLEGE CHAPTER  
CCA/CTA/NEA**

  
\_\_\_\_\_  
A. Marie Young  
President, Governing Board

  
\_\_\_\_\_  
Tom Grube  
President

  
\_\_\_\_\_  
Dr. Robert Jensen  
Interim Superintendent/President

  
\_\_\_\_\_  
Terri Pearson-Bloom  
Chief Negotiator

  
\_\_\_\_\_  
Richard D. Christensen, Ed.D.  
Director of Human Resources and  
Chief Negotiator

**SIDEBAR AGREEMENT  
STUDENT RETENTION AND EFFICIENCY  
(Board approved 5-20-09)**

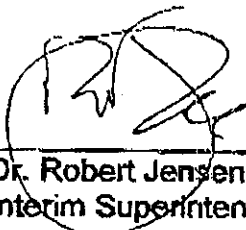
The parties agree to create a joint committee of SCFA and management to explore student retention and efficiency. The intent of this joint committee is to establish consensus with regard to improving efficiency and exploration of retention strategies. The parties agree to meet and negotiate the recommendations of the joint committee during 2009-2010, with implementation of any recommendations during 2010-2011.


**SOLANO COMMUNITY COLLEGE  
DISTRICT**


**SOLANO COLLEGE CHAPTER  
CCA/CTA/NEA**

  
\_\_\_\_\_  
A. Marie Young  
President, Governing Board

  
\_\_\_\_\_  
Tom Grube  
President

  
\_\_\_\_\_  
Dr. Robert Jensen  
Interim Superintendent/President

  
\_\_\_\_\_  
Terri Pearson-Bloom  
Chief Negotiator

  
\_\_\_\_\_  
Richard D. Christensen, Ed.D.  
Director of Human Resources and  
Chief Negotiator



Date this form is filled out: \_\_\_\_\_

For Budget Year: 2014-15

What is the period of the proposed activity (check one):

- Summer 2014 (Proposals due Wed. 3/19/2014)
- Fall 2014-Spring 2015 (Proposals due Mon. 3/31/2014)

Proposal Title: \_\_\_\_\_

| Name of Person Proposing | Lead Person's Name | Lead Person's Phone | Lead Person's email | Component (see Legend) |
|--------------------------|--------------------|---------------------|---------------------|------------------------|
|                          |                    |                     |                     |                        |

**Legend** (Component to which the lead person(s) belong): **A** = Academic Affairs, **B** = Admin & Business Services; **H** = Human Resources; **P** = President's Office; **S** = Student Services, **T** = Technology & Learning Resources

List units/departments that will be involved:

\_\_\_\_\_

Use the expanding table below to fill in detailed information about this strategy:

|                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>MEASURABLE OUTCOME:</b> (Identify the measurable outcome, in terms of increased student success, of your proposed strategy. Quantify expected results, if possible.)</p>                                                                                                                                                 |
| <p><b>STRATEGY'S RATIONALE:</b> (Explain in detail why your proposal is needed.)</p>                                                                                                                                                                                                                                           |
| <p><b>STRATEGY'S DESCRIPTION</b> (Specify in detail how and what you will accomplish.):</p>                                                                                                                                                                                                                                    |
| <p><b>ASSESSMENT OF RESULTS</b> (Specify in detail how and when you will assess your results. Assessment of results is a requirement for continued BSI funding. If funding was used from BSI previously, then it is necessary to include detailed assessment information related to existing results.):</p>                    |
| <p><b>LINKAGE TO CAMPUS PLANS and EFFECTIVE PRACTICES:</b></p> <p><b>Basic Skills Committee 5-year Goals Linkage (see attachment):</b></p> <p><b>Effective Practices Linkage: (click the link to access to Basic Skills Effective practices database)</b></p> <p><a href="http://bsi.cccco.edu/">http://bsi.cccco.edu/</a></p> |

**Educational Master Plan Linkage (click the link to access the EMP):**

[http://www.solano.edu/district\\_plans/1213/Solano\\_EMP\\_Revised\\_Draft\\_052312\\_reduced2.pdf](http://www.solano.edu/district_plans/1213/Solano_EMP_Revised_Draft_052312_reduced2.pdf)

**Student Equity Plan Linkage (click the link to access the SEP):**

[http://www.solano.edu/student\\_service/1314/Student%20Equity%20Plan%20\(SEP\)\\_102113.pdf](http://www.solano.edu/student_service/1314/Student%20Equity%20Plan%20(SEP)_102113.pdf)

**FISCAL IMPACT :**

No, budget & staffing resources are already built in.

Yes, BSI funding is required to implement strategy. One-time =    On-going =

Yes, other funding sources besides BSI funds are needed. One-time =    On-going =

If other funding sources are available, please specify:

**ITEMIZED BUDGET:** (Please fill out the following table as it applies to all BSI funding requested. Do not include funding from any other source. Please break down the funding in the last column so that each item only refers to ONE category. This may mean dividing the expenditure into portions or sub-categories in some cases, but is necessary so that this information can be accurately submitted to the Chancellor's Office.)

| <b>EXPENDITURE ITEM(S):</b> | <b>EXPECTED<br/>BSI<br/>EXPENDITURE</b> | <b>EFFECTIVE PRACTICE(S):</b><br>(Refer to cccbsi.org or the attached list. List by letter(s):<br>A, B, C, and/or D) | <b>CATEGORY:</b> (Refer to the list below. List letter A, B, C, D, E, F, or G. <b>Only list ONE of these categories, please!</b> If the expenditure is distributed among more than one of these categories, then please create more than one row for this expenditure and break up the cost accordingly.) |
|-----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | \$                                      |                                                                                                                      |                                                                                                                                                                                                                                                                                                           |
|                             | \$                                      |                                                                                                                      |                                                                                                                                                                                                                                                                                                           |
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|                             | \$                                      |                                                                                                                      |                                                                                                                                                                                                                                                                                                           |
|                             | \$                                      |                                                                                                                      |                                                                                                                                                                                                                                                                                                           |

List of BSI Expenditure Categories:

- A: Program and Curriculum Planning and Development
- B: Student Assessment
- C: Advisement and Counseling Services
- D: Supplemental Instruction and Tutoring

- E: Articulation / Alignment of Curriculum
- F: Instructional Materials and Equipment
- G: Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student support programs



## ACADEMIC SENATE

### Adopted Minutes

January 9, 2013

ASSC 1421

9:00 am – 12:00 pm

**1. Call to Order**

President Gunther called the meeting to order at 9:05 am.

**2. Roll Call:**

Susanna Gunther, President

Sabine Bolz, Kevin Brewer, Nick Cittadino, Lue Cobene, Catherine Cyr, Joe Conrad – *ex officio*, Erin Duane, Les Hubbard, LaNae Jaimez, Katherine Luce, Amy Obegi, Teri Pearson-Bloom, Ken Williams, Connie Adams - Admin Assistant

Absent/Excused: Dale Crandall-Bear *ex-officio*, Lisa Giambastiani, Amanda Greene, Scott Parrish, Michael Wyly

Guests: Jowel Laguerre, Annette Dambrosio, Dan Ulrich

**3. Approval of Agenda – January 9, 2013**

Motion to approve – Senator Williams; Seconded – Senator Brewer; **Passed** – unanimous

**4. Approval of Minutes – November 25 & December 2, 2013**

Deferred

**5. Comments from the Public**

None

**6. President's Report**

No report

**7. Superintendent/President's Report**

*Accreditation:* The Commission is meeting today and tomorrow to make decisions for schools in this region and Colleges will hear results within a month. DE Coordinator Dale Crandall-Bear, Accreditation Coordinator Annette Dambrosio, IVP Diane White and S/P Laguerre met to review what has been done since the report, whether or not the report reflected everything or the team missed some of the DE and equity information and evidence. S/P Laguerre wrote to the Commission stating that all standards have been met and current work continues. He made a strong case showing the College is actually exceeding the standards.

*Nursing Department:* S/P Laguerre reported that Glen Burgess brought the Nursing department challenges to his attention. Due to Academic Senate and College support and completion of the self-study through tremendous work by the Nursing Department, the College received the good news yesterday that the Board of Registered Nursing extended a five-year accreditation approval to the College nursing program.

*Academic Realignment:* S/P Laguerre spoke with different groups about the planned academic realignment to disband the School of Human Performance & Development and the placement of its programs in other areas. An athletic director, requested by coaches for a long time, will be hired. The director will help with fundraising, determining what other sports should be added, if football should be brought back, and provide support for current sports. The director will focus

completely on athletics and will report to the Dean of Student Services. Kinesiology, Nutrition and Dance will be placed in the School of Health Sciences. Child Development and Family Services (CDFS) will report to the School of Social and Behavioral Sciences which will increase that dean's workload.

## **8. Interim Vice President's Report**

No report

## **9. Information/Discussion Items**

### **9.1 Administrative Hiring Update – S/P Laguerre**

The search has begun for Health Science and Social and Behavioral Science deans. Ads are placed for one month. S/P Laguerre would like the search completed by March for the best chance of hiring the people needed.

Once athletics is added to Student Services, conversation will take place to discuss potential addition of a Student Services vice president. In response to CTE faculty support concerns, S/P Laguerre explained that when Dean Morinec was placed in charge of the Vacaville Center, part of the condition was to create a CTE support position using Perkins funds. A new position should be in place and hired by August and that person will report to Dean Morinec.

### **9.2 Faculty Hiring Update – IVP White**

In IVP White's absence, S/P Laguerre reported full-time faculty hiring is moving forward and advertisements have been placed for the top ten positions that were approved by the Academic Senate in November.

### **9.3 Faculty Hiring Committees Update – S/P Laguerre**

S/P Laguerre announced the committees should be formed soon.

### **9.4 Assessment Committee**

Deferred due to IVP White's absence

### **9.5 Accreditation Update – Annette Dambrosio**

Accreditation Coordinator Dambrosio spoke of the need to institute Accreditation Standards as part of the SCC culture. She noted that the task shouldn't be that difficult if we document many tasks that are already being done here. It has been three months since submission of the ACCJC Follow-Up Report and up to four months can lapse before the Commission's report is sent to the College, therefore we need to be continually documenting what we do. She has continued to review past SCC Accreditation reports and will be eventually putting together a grid for S/P Laguerre and IVP White to help her find out what needs to be done as we examine our history. She is currently spending much of her time assisting Equity and DE committees as needed, as these three areas must continue to document progress. Again she noted that Student Equity and Staff Equity have to be part of the College culture, rather than Plans simply put on our shelves. Equity needs to be a more conscious part of our strategic proposal process, for example, and overall College planning. Coordinator Dambrosio will continue to ensure that student equity, staff equity, and DE plans are being implemented, and work to assist that other Recommendations remain in compliance.

The new ACCJC Standards are still being examined by the Commission. When officially adopted, Coordinator Dambrosio will have them posted on the College web and help everyone to

be familiar with them. She will continue to work with the Accreditation Task Force and solicit ideas and work to ensure collaboration with ongoing Accreditation work. She has asked Deans to place Accreditation on School meeting agendas, which will allow her to answer faculty questions directly, and help to get all involved in ongoing Accreditation tasks. SCC will make space on its Website to document Accreditation work being done, such as the Academic Senate's continuation of work on the faculty hiring policies. Overall, SCC needs to make sure that our good intentions must be followed by action and documentation. Because writers have different styles, Dambrosio hopes to eventually construct templates to assist with more uniform structures (e.g., bullet point style, monthly updates) for continuous documentation.

Coordinator Dambrosio would like to see the next SCC Accreditation self-study under way this semester because it should be an ongoing process and to allow for collaborative input without rushing before the final Report is due. She distributed a one-page comparison outline of the old and new Standards to give everyone a sense of the changes. She pointed out the language and noted the differences in "intent" she sees. New Standards are more focused and will expect more accountability. Coordinator Dambrosio, IVP White, SLO Coordinator Gene Thomas, and Institutional Research Dean Peter Cammish attended a state SLO meeting that was held here last semester and reiterated that everyone needs to be more accountable for SLOs, especially with regard to quality. Coordinator Dambrosio opined the College has made good progress this past year, but she could not predict what the Commission will say about our ACCJC status.

#### Comments/Questions:

Dr. Conrad suggested it would be wise to have devoted time to educate everyone on campus about the new Standards and expectations. Coordinator Dambrosio agreed, reiterating that Accreditation needs to become part of the culture. She'll begin by working within the different Schools, workshops can be set up if needed, and easy-access information needs to be placed prominently on the Web. Her job will be to be available as needed and help to initiate ongoing Accreditation work. Senators expressed their appreciation for her good work.

#### 9.6 Faculty Development

President Gunther spoke with Chuck Spillner, Flex Cal Chair and ASC Coordinator, and reported he was supportive of the idea to combine the Flex Cal Committee with faculty development. Senator Jaimez, Senator Cobene, Senator Pearson-Bloom, and Flex Call Chair Chuck Spillner will meet before the end of January and report ideas and Committee plans back to the Senate on February 3.

#### 9.7 Basic Skills Funding – professional development/conferences – Melissa Reeve

Coordinator Reeve was unable to attend today's meeting. Senators briefly discussed the concerns that came up last semester when the full cost for the three coordinators was charged to the Basic Skills budget, leaving little funds for Basic Skills activities and faculty development. President Gunther will contact Barbara Illowsky at the Chancellor's Office for her input. Senator Pearson-Bloom suggested this item also be addressed with IVP White at the afternoon joint meeting.

### 10. Action Items

#### 10.1 Program Review revisions

The revised handbook and self-study template were emailed last week and hard copies were distributed at the meeting. Coordinator Amy Obegi reported that the documents are not in the ultimate final form, because the Committee continues to review what works and will make changes as needed. Due to some significant changes made last fall, she asked the Academic

Senate to review the revisions and approve this newest version as the next step before spring training begins. Coordinator Obegi reported only a few changes were made since the December Senate meeting report. She pointed out those revisions as follows:

- Page 3, second to last paragraph, “reject” was added to “revise is issued”.
- Page 6, regarding the abridged CTE review, “anecdotally” was dropped from “assess”.
- The document is intended to evaluate the program, not individual faculty members. In large programs, such as Math, it would be cumbersome to list all faculty and what they are doing, so general points of what was done can be documented instead. On page 11, the previous first question about highlighting significant contributions was moved to 4.2.
- Changed 4.1 to describe adequacy of staffing levels, changes requested, future goals etc. Coordinator Obegi expressed her personal concern that deans haven’t put names forward, there needs to be discussions with deans, analysis of what needs to be done, and to look at that more systematically.
- Took out 2.10 instructional quality and 2.11 teaching methodology as these are addressed in student equity and success in 3.1 and in table 1 relationship to college.
- SLOs timeline chart was removed now that the process is in place.

Coordinator Obegi confirmed she has carefully reviewed what departments need to be working on Program Review, since many areas fell behind due to reorgs. Now that the latest realignment has been announced, she will need to revisit the Program Review calendar. Program Reviews will be started this semester by Social & Behavioral Sciences, half of Math/Science (dean suggested in alphabetical order – likely chemistry, biology, geology and horticulture), Counseling, Nutrition, Dance, Kinesiology, and Nursing. After this initial phase of reviews to get current, they will be spaced more reasonably.

Coordinator Obegi concluded the discussion, querying if the handbook, with its rubrics and where to find some of the data, can be approved in content for now. She would like to meet with Chief Technology Officer Roger Clague and Institutional Research Dean Peter Cammish to discuss a strategic proposal database where people can enter input. It should be as user friendly as possible as well as offering the ability to access quality and depth of analysis needed for reviews.

**Motion to approve the Program Review Handbook and Self-Study Template for use in 2013-2014 – Senator Obegi; Seconded Senator Jaimez; Passed – unanimous.**

#### 10.2 Reciprocity Resolution

Senator Cittadino reminded Senators that this resolution was brought to the Senate and discussed a number of times in the last couple years. The purpose of the resolution is basically to allow the College to accept classes from other CCCs in areas where classes aren’t offered here. Dr. Conrad stated the biggest concern is in cases where the College does offer the same named course but, due to higher standards, does not accept what is offered at some of the CCCs, such as has been discussed about the multicultural course. Senator Cittadino replied that tradition has been that most courses are accepted anyway but without a policy. Senator Obegi queried if a list could be made as these kinds of requests come in. Senator Cobene explained the origin of the decision to not accept anthropology courses was partially in response to Berkeley requirements in the 1990s. There was heavy discussion across campus as the College was one of the first CCCs with that course. Senator Bolz reported that cross cultural standards are very specific with emphasis on ethnicities to meet various population groups in the United States. Senator Cittadino replied that it should be open to all cultures. No one was aware of an actual policy but general agreement was that a policy is needed. Senator Cittadino reminded Senators that this resolution is only for the

General Ed Option A. Most schools require intermediate algebra or a course with equivalent rigor. The concern would be whether the alternative meets what is wanted here. President Gunther opined that Math faculty wouldn't likely agree to the resolution because it would go against what they determined previously. Senator Cittadino suggested revising the resolution to state in Math, students need to have Algebra 2 or an alternative course that has to be evaluated by the department. An approved resolution would be forwarded to the Shared Governance Council for approval before submission to the Board of Trustees to become policy. Senator Cittadino explained the current process. If evaluators are unclear about a particular course, they call Gayle Anderson for her determination or go through a petition process by submitting to Admissions & Records, then it goes to the dean, they check with faculty, and it becomes a longer, messy and arbitrary process. Senators agreed that most of the time things work fine and the policy will benefit students but questionable classes need a better process.

**Motion to approve the resolution as amended: include Option A specifically; the exception for intermediate algebra alternatives, to meet equivalency they have to be evaluated by the department – Senator Cittadino; Seconded – Senator Jaimez; Passed – unanimous.**

## 11. Reports

### 11.1 Subcommittees

11.1.1 Accreditation – Annette Dambrosio  
See Item 9.5

11.1.2 Basic Skills – Melissa Reeve  
No report – Coordinator Reeve unable to attend

11.1.3 Curriculum – Joseph Conrad

Chair Joe Conrad reminded Senators that all ADTs need to be in place by the end of spring semester. There are several that need to be submitted quickly.

One of the first things the Committee did last fall was to approve the new Curriculum Review calendar based on Program Review and reorganizations. This will have to be revisited due to the newest realignment.

Chair Conrad stated he will be unable to attend Senate meetings this semester due to a Monday class he'll be teaching at 3:30 pm. He noted questions can be sent to him and he will also see if someone else can come in his place.

Senator Obegi inquired if resources are available for adjuncts to complete the Film & TV degree. Chair Conrad replied that it won't have to be completed until fall 2015. He pointed out the main challenge is due to course changes based on C-ID requirements. He gave the example that Economics had to be changed for Business to complete their degree. Faculty in some departments will have to work on course changes for degrees in other departments.

11.1.4 Distance Ed – Dale Crandall-Bear  
No report

11.1.5 Program Review – Amy Obegi  
See Item 10.1

11.1.6 10+1 Committee – LaNae Jaimez



The next meeting will be held on January 14.

11.2 Treasurer  
No report

**12. Action Reminders**

The afternoon meeting begins at 2:30 pm due to conflict of other meetings scheduled at Senate time.

**13. Announcements**

Academic Senate rep is needed from HP&D.

Program Review needs reps from Math/Science and Health Sciences.

The next regular Senate meeting will be held on February 3, 3pm – 5pm in ASSC 1421.

**14. Adjournment**

Motion to adjourn – Senator Pearson-Bloom; Seconded – Senator Brewer; Passed – unanimous.

The meeting adjourned at 10:38 am.



## ACADEMIC SENATE

### Adopted Minutes

March 3, 2014

ASSC 1421

3:00 pm – 5:00 pm

**1. Call to Order**

President Gunther called the meeting to order at 3:06 pm.

**2. Roll Call:**

Susanna Gunther - President, Sabine Bolz, Kevin Brewer, Nick Cittadino, Lue Cobene, Catherine Cyr, Dale Crandall-Bear *ex-officio*, Lisa Giambastiani, Les Hubbard, LaNae Jaimez, Katherine Luce, Amy Obegi, Teri Pearson-Bloom, Darla Williams, Ken Williams, Michael Wyly, Connie Adams – Admin Assistant

Absent/Excused: Joe Conrad – *ex officio*, Erin Duane, Amanda Greene, Dan Ulrich

Guests: Jowel Laguerre, Diane White, Barbara Fountain, Roger Clague, Chuck Spillner, Melissa Reeve

**3. Approval of Agenda – March 3, 2014**

Motion to approve – Senator Jaimez; Seconded – Senator Williams

Discussion: Add Distinguished Faculty Awards discussion to Item 9.9.

**Passed as amended – unanimous**

**4. Approval of Minutes – February 3 and February 10, 2014**

Motion to approve Feb. 3 and Feb. 10 minutes – Senator Cyr; Seconded – Senator Jaimez;

**Passed – unanimous**

**5. Comments from the Public**

None

**6. President's Report**

No report

**7. Superintendent/President's Report**

*Dinner with Trustees:* The Board of Trustees reported they enjoyed the dinner opportunity in February to meet with faculty and plans are to continue with an annual Trustee/faculty dinner.

*Marketing:* A small group met to discuss marketing and an image campaign as S/P Laguerre brought up years ago. Without past staffing and budget limits, it is now time to find a way to market the College more. It is up to the College to define itself rather than allowing some members of the public to do so. Part of \$100,000 received from a donor will be used for an image campaign that will involve many constituents.

*Basic Skills Budget:* Last week S/P Laguerre met with Basic Skills Coordinator, Melissa Reeve, to discuss recent changes to the Basic Skills budget. He shared with her that there is no need to take away BSI funding. If the new way of accounting for coordinators' release time continues, the College needs to fund it back or return to just charging adjunct replacement cost. S/P Laguerre committed to the Basic Skills Committee going forward with their budget for fall 2014. He acknowledged the need to sit down with the people involved and get feedback before changes are made in any area.

*Leadership Institute:* A good group has been nominated and will be invited to attend Leadership Institute on June 2- 4. Additional nominations can be submitted for a backup list or as early nominations for next year.

## **8. Interim Vice President's Report**

No report.

## **9. Information/Discussion Items**

### 9.1 Administrative Hiring Update – Diane White

No report. IVP White was unable to attend.

### 9.2 Assessment Committee Update – Diane White

No report.

### 9.3 Database / Program Review – Roger Clague

Roger Clague, Chief Technology Officer, introduced himself and asked to veer somewhat from the database discussion due to the limits of old technology now at maximum capacity. He spoke about his vision, philosophical viewpoints, and how to offer better support, with focus on students and faculty, through change within the IT department. Historically IT has been under the purview of business systems, which made sense when technology was new to education. As a result, IT tended to focus more on the Banners of this world. His excitement is about what can be done with technology in and out of classrooms. Banner can't be ignored but it has to just plain work. The way it operates now, it is not meeting College needs. Rather than adapting things to technology, technology should be adapted to what is needed. "Can't" and "won't" is used too often. His approach is to see how to get to "yes we can". If anyone experiences negativity from the IT department, CTO Clague asked Senators to bring it to his attention. He acknowledged the extraordinary work of IT staff under difficult circumstances and that financial concerns have limited and may continue to limit some things but he wants to support faculty and students in the best way possible and hopes that his philosophical direction will be supported.

CTO Clague submitted a request to update the storage network file server in the computer center. Tier 1 storage is solid state, tier 2 (primary) is running at 100%, and tier 3 is running at 84%, making database additions impossible. CTO Clague authorized the shutdown last week of some areas due to capacity and slowdowns. Storage Area Network (SAN) upgrade is on the March 5 Governing Board agenda for approval. All major infrastructure systems are at end of life or end of support and CTO Clague has submitted a sequence of what must be done to not sink under the weight. The College has tentatively approved costs to mostly come out of the bond. Tools and resources are needed inside buildings. There should be major systems upgrades over the next 18-24 months and a rolling five-year replacement cycle for forward planning. The current stage of having everything out of date and warranty can't be maintained.

The current web is less than ideal and needs to be changed. IT began a web redesign two years ago that has grown organically without control or vision. To move forward, guidance is needed from those who use the tools. CTO Clague met with students and got a distillation of what they expect from the web beginning at the big level and working down to granular. Some of the points were:

- The web is the College brand in cyberspace.
- The internet is the public part that should focus on marketing, sales, and what students are looking for. The intranet is where the internal work should be done.
- Mobility and ease of use were most important to students.
- Focus, function, and customer service for students and potential students of all ages and levels; employees; staff; community.
- View educational planning online.
- Have user friendly access to student services, financial aid, registration, course catalogs, and counseling.
- Include College culture and lifestyle information.

- Integrate DE more tightly with the web.
- Students want to be proud of the College and have a dynamic and current web with key features, branding, sales, and marketing.
- Key features should include an easy to use graphic interface and content management for student groups.
- Students see the intranet as the place for all students, faculty and staff to work.

CTO Clague would like to brainstorm with a group. His vision is to log on to a web where users can quickly connect to the area they want and he is working hard to ensure infrastructure meets needs. It will take a mindset change. IT is setting up Utology, a new centralized management tool for smart classrooms, which will allow efficient remote checking on classroom systems as well as doing software repairs remotely.

Questions/Comments: Senator Wyly asked if much thought has been put into empowering students and faculty to post on the web. CTO Clague replied that hasn't been discussed yet, it is currently very conceptual, it wouldn't be a one person effort and anyone who wants to be involved can be brought in. For now, focusing on the global level, there are key things that students need access to with incredible simplicity: enroll, learn about financial aid, search classes, contact counselors and professors.

It would be a gargantuan effort to redesign everything on the web so the front end of the web will begin to roll out first with a new look and feel and then go down an extra level and point to what is already there. Broken links need to be fixed. CTO Clague has begun working with vendors on next generation wi-fi. The College needs to develop a BYOD (bring your own device) policy. Things are moving forward and everyone can expect to see infrastructure updating in the next five or so months and completing those updates in two years. CTO Clague is taking a realistic view on how to get things done and overall technology changes will take place over five years.

Senator Pearson-Bloom's raised concerns about the athletics department not having access to wi-fi, the need to have College games broadcast, and the need to have IT involved in building design to ensure light from windows doesn't limit computer screen views. CTO Clague replied that the campus should have close to 100% wi-fi coverage as things progress and he now sits on a number of design committees. There will be outdoor learning spaces that will need hookups as well. Students and staff will be able to log on and stream hi-definition. He made a commitment to have spring commencement streamed live from the ball field. Technology needs to be set up to move data in and out and to make and stream videos. S/P Laguerre acknowledged Roger Clague's vision and agreed it needs to be supported and he encouraged everyone to provide feedback.

#### 9.4 Academic Success Task Force Report

President Gunther reported that a large Academic Success report is being completed for submission. Professor Reeve added that, at the last Task Force meeting, members felt it would be good, although not necessary, to have the Academic Senate approve the report. SB 1456 funds will be tied to college plans for ensuring students have an education plan and assessment management. Narratives have to be provided to show items are being worked on. The report will impact money the College receives for matriculation. The draft report approval will be an action item on the next agenda.

#### 9.5 Academic Freedom Catalog Information

President Gunther reported faculty input is wanted regarding the emailed and distributed excerpt from Academic Freedom that is currently in the catalog. Senator Cobene found an updated 2001 version on the American Association of University Professors website. Senators agreed the catalog should have the updated version.

9.6 Flex Cal / Faculty Development Update – Chuck Spillner & LaNae Jaimez  
Senator Jaimez reported she has a rough draft of a survey that will be sent to faculty next week for feedback about what faculty want included for optional flex credit.

9.7 Faculty Technology Group – Dale Crandall-Bear  
Professor Crandall-Bear reported the College had nothing in place for faculty input on classroom technology. He met with CTO Clague, who would also like to have something in place, but was concerned it could get bogged down if initially sent out to all faculty. Professor Crandall-Bear suggested forming a group to work with CTO Clague to channel and narrow down ideas to discuss with faculty. That process is informally happening now since Professor Crandall-Bear brought a group of faculty together who wanted to be involved. There is \$40,000 available for this year to build some prototype classrooms. A portion of \$500,000 will be available next year and future technology funding will be melded into Measure Q funding. Professor Crandall-Bear opined it seems logical to be under the auspices of the Academic Senate, either as a subcommittee or as an extension of the DE Committee. The Committee was open to the latter, which is common on other campuses. In answer to concerns of Committee overload, Professor Crandall-Bear replied that most of the people on the newly formed Faculty Technology Group aren't on the regular DE Committee although he has found himself in charge. President Gunther opined it makes sense to have it as part of DE. Both agreed it could be left up to the Academic Senate to decide formation and leadership and it might be best, at least for now, to be under the DE Committee. There is no need at present to request more reassign time for the DE Coordinator.

A few points were clarified: outdated faculty computers will all be replaced within five years; the aforementioned \$500,000, to be available next year, will be open to competitive applications; instructional equipment has to be used by students; a librarian will probably join the Faculty Technology Group. Ideas should be emailed to DE Coordinator Crandall-Bear. The Faculty Technology Group approval and placement will be voted on at the March 17 Senate meeting.

9.8 Elections – School Reps and Update  
President Gunther emailed the call for Academic Senate President, Vice President, At-large and Part-time Rep nominations and she will send out the list of nominees after the March 7 deadline. Division/school reps whose terms end this semester will need to announce elections in their areas and can serve again if elected. Senators discussed and agreed a second representative will be added to the School of Health Sciences. Initially the Senate voted to have one rep due to much smaller faculty numbers as well as waiting to hear if the School would be retained or departments incorporated into other schools. The latest realignment moves Kinesiology and Nutrition from HP&D into the School of Health Sciences beginning in fall 2014. The Senate will vote on whether to add a second representative to that school at the March 17 meeting and to remove the School of Human Performance & Development and representatives

9.9 Tenure Tea & Distinguished Faculty Awards  
Senator Cittadino reported no faculty will be tenured this year.  
Senator Williams, Senator Jaimez, and Senator Williams volunteered to serve on the Distinguished Faculty Awards Committee. Last year's recipients will also be part of the Committee.

## **10. Action Items**

## **11. Reports**

### 11.1 Subcommittees (3 minutes each)

#### 11.1.1 Accreditation – Annette Dambrosio

#### 11.1.2 Basic Skills – Melissa Reeve

BSI Coordinator Melissa Reeve's main report was announced by S/P Laguerre in Item 7, the planned replacement of funds that had been stripped from the Committee without prior notice or discussion. Coordinator Reeve was pleased this has finally been addressed by S/P Laguerre but she was also troubled by the absence of a coordinated response from the administrators she contacted last October resulting in the inability of the Committee to continue their innovative work and not knowing whether the coordinator

positions would continue. Too much time was spent by the Coordinator and the Committee trying to resolve this unexpected and major change. S/P Laguerre committed to restoring funds that were lost. Coordinator Reeve will inform the Senate once a decision is made on how that will be done. For planning purposes it would be best to run both Strategic and Basic Skills proposals concurrently. Coordinator Reeve will send out a call this semester for 2014-2015 Basic Skills proposals. She will also get details on the Shared Governance proposal pathway.

Senator Pearson-Bloom suggested Basic Skills related proposals should be sent to both the Strategic and Basic Skills proposal processes and she stressed the need to ensure general education funds aren't diverted away from Basic Skills proposals. New program ideas would best be submitted as multi-year proposals, plans with assessment criteria and benchmarks will be needed and, if decided a program can continue, it should be institutionalized. The Committee had requested that successful programs already in place more than one year, such as FYE (shown in the EMP) and Umoja, should be institutionalized and not require additional proposals. Repeated applications have not been an efficient use of time and energy.

#### 11.1.3 Curriculum – Joseph Conrad

*Emailed report:* Good news: We have received word from the Chancellor's Office that our Physics transfer degree has been accepted! This brings us to 7 of the required 16 that we need by fall. In more good news on this front, we still have three at the CO undergoing review (Journalism, Kinesiology, Psychology) and the Curriculum Committee approved Geography last week. There are also five transfer degrees in the queue in CurricUNET. This means that we have 16 transfer degrees in or through the pipeline beyond the discussion stage! This is fabulous news and means that we are that much closer to meeting our goal.

In other news, we approved a minor change to Option A degree requirements which would add LR 10 as an acceptable course in area D-4 (or D-1 if the student is working under an old catalog). By past practice, this should be approved by the Senate as well. I have attached it and hope it can be on the agenda for discussion at the next meeting and approval at the one after that. The resolution includes rationale in the time-honored "Whereas" format, but please let me know if there are any questions.

Finally, we continue to develop a new prerequisite/corequisite policy that aligns with the changes approved in Title 5 a couple years ago that allow a rigorous content review to replace content review with statistical validation as sufficient scrutiny to establish a pre or corequisite.

#### 11.1.4 Distance Ed – Dale Crandall-Bear

DE Coordinator Crandall-Bear reported the current Committee focus is on course transition to Canvas. March 15 is the deadline to have courses reviewed in time for fall 2014. Instructors are encouraged to send courses before then to the Committee to avoid a last minute rush. The deadline will not change and the final version of the fall schedule has to be submitted by March 24. If any colleagues need assistance, they should direct their questions to Coordinator Crandall-Bear or Carol Zadnik.

#### 11.1.5 Program Review – Amy Obegi

PR Coordinator Obegi reported the Committee recently reviewed CIS and at the next meeting Welding, Aeronautics, and the second draft of Fire Technology will be reviewed. IVP Diane White has approved Interior Design, ECE, and Human Services reviews. The Academic Senate President, the PR Coordinator, the IVP and S/P will sign reviews before submission to the Board of Trustees.

PDFs are posted online. Looking at other database options is not a current priority, due to technical limits, and will be looked at later. Senators should let their colleagues know the updated PR database should be more user-friendly for the next program reviews with the dropbox clearly showing what is needed for different review sections.

There is still a debate about who needs to complete program reviews. As discussed at previous Senate meetings, a clear definition of program is needed. In the meantime, even if there are only a couple classes,

in geology for example, they could be chosen as part of the science degree for program review or could be reviewed individually. If the drive on campus is to link funding to assessments, it could be advantageous for all courses to be reviewed as a way to advocate for needs and goals. Coordinator Obegi and Dr. Conrad listed several advantages to encourage faculty to complete reviews. Senator Wyly pointed out that institutional outcomes are still needed, even if there are only a couple courses that aren't part of a degree or program. Reviews could be conducted with a frame of reference as to how it relates to ILOs. Senator Jaimez reported programs were discussed at a meeting of deans and coordinators and there will probably be a broader definition of program. General education was also discussed regarding program review. Senator Wyly opined if a clear definition and process is created, everyone would fall in line. Coordinator Obegi stated that, as of now, there is no plan for general education review but many GE classes are being reviewed in the scope of their discipline.

#### 11.1.6 10+1 Committee – LaNae Jaimez

The Committee has not met recently and no schedule has been set.

#### 11.2 Treasurer

No report.

### 12. Action Reminders

### 13. Announcements

Program Review needs reps from Math/Science and Health Sciences.

The next regular Senate meeting will be held on March 17, 3pm – 5pm in ASSC 1421.

Based on a faculty member's email raising concern about minimum qualification changes to the AAVP job description, Senator Giambastiani asked if President Gunther had information about the changes to be approved at the next Board meeting. President Gunther phoned S/P Laguerre who clarified the student services part was removed from the job description and the minimum qualifications were changed to be in compliance with Title 5 and the Ed Code.

### 14. Adjournment

The meeting adjourned at 4:59 pm.

AS Minutes 03.03.14/ca



## ACADEMIC SENATE

### Adopted Minutes

April 21, 2014

ASSC 1421

3:00 pm – 5:00 pm

**1. Call to Order**

President Susanna Gunther called the meeting to order at 3:04 pm

**2. Roll Call:**

Susanna Gunther, President

Sabine Bolz, Kevin Brewer, Nick Cittadino, Lue Cobene, Catherine Cyr, Dale Crandall-Bear *ex-officio*, Lisa Giambastiani, Les Hubbard, LaNae Jaimez, Katherine Luce, Amy Obegi, Dan Ulrich, Ken Williams, Michael Wyly, Connie Adams - Admin Assistant

Absent/Excused: Joe Conrad – *ex officio*, Erin Duane, Amanda Greene, Teri Pearson-Bloom, Darla Williams, Guests: Diane White, Barbara Fountain, Steven Springer, Amy Utt

**3. Approval of Agenda – April 21, 2014**

Items 10.1 and 10.2 will be deferred to another meeting.

Motion to approve – Senator Obegi; Seconded – Senator Bolz; **Passed** – unanimous

**4. Approval of Minutes – March 17, 2014**

Motion to approve – Senator Brewer; Seconded – Senator Jaimez; **Passed** – unanimous

**5. Comments from the Public**

**6. President's Report**

*Spring Plenary:* President Gunther, Vice President Wyly, Senator Jaimez, and Senator Cittadino gave brief reports on the ASCCC Spring Plenary they attended in San Francisco before spring break. It is always very informative and probably the best opportunity to find out what is happening state-wide and to speak with colleagues at other colleges. Discussion topics included peer review, accreditation, student services, success task force, and new laws and bills. A document was distributed at Plenary that shows the old and new accreditation standards side-by-side. An electronic version will be forwarded to Senate members as soon as it is available. Concern was voiced at Plenary about how community college senates are being excluded in the new accreditation standards. The ACCJC's rationale was to make more general references on ways to conduct business due to its multi-state accreditation oversight. The ASCCC expressed concern that this exclusion could potentially carry over to the senates' role of sharing what is being done at their colleges during accreditation visits. The ASCCC Academic Senate has taken the position to re-include senate involvement. The language for senate inclusion is still a work in progress.

**7. Superintendent/President's Report**

No report

**8. Interim Vice President's Report**

*Student Equity Plan:* IVP Diane White hopes the Academic Senate will place Student Equity on the agenda before the end of semester to begin looking at a process to develop a more robust plan. The Chancellor's Office expects a new revised plan by November 21. Good instructions have been received for what will essentially be a self-report on how things are doing, including the metrics being used and the reasons for their use. It looks like the state is moving towards eventually tying funding to success. A committee will be needed to work on planning, development, implementation, and monitoring of the plan and should include faculty, classified staff, and student representation. IVP White read excerpts from the Chancellor's Office Student Equity Plan template which can be viewed at (<http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>). She would like to see the Academic Senate play a significant role and initiate preliminary discussion, a timeline set, and work started with other groups on campus. A subcommittee under the Student Equity Committee or a separate and permanent standing committee could be formed.



## 9. Information/Discussion Items

### 9.1 Year Round Scheduling Cycle / Basic Skills Scheduling – Barbara Fountain

Barbara Fountain, Dean of Admissions, Assessment, and Scheduling, initially gave a brief presentation of this topic at the March 17 meeting. She distributed copies of the Year Round Scheduling Cycle Proposal and the Year Round Scheduling Cycle Discussion topics which had also been emailed to Senators in March. Dean Fountain gave an overview of discussion points which were mostly problems related to current scheduling and shared rationale for moving towards a year round scheduling cycle which will eventually be tied to other things, such as block scheduling. Hopefully everyone will be on board for the shortened timeframe to create a trial run year round schedule for summer 2015 through spring 2016 and begin working on a set cycle for the 2016-2017 academic year. Generally discussions should begin two to three years out looking at scheduling patterns in specific areas. Then when the faculty preference forms come out, people have already been preparing months in advance. Instructors take their ideas to deans who create a proposed schedule allowing ample time for more discussion and adjustments. If the upcoming spring schedules were prepared in time, registration could be started in early November, students would be better prepared with education plans, the last minute rush would be avoided, and counseling could better meet student needs. Retention of adjunct faculty would also improve without the last minute assignment of courses. The plan is to begin a pilot for 2015-2016 and print a fall/spring hard-copy schedule in spring 2015 and full year planning could also help the College standing in the community.

Dean Fountain reviewed the timeline document activities and target dates from now through fall 2015. Although an incredibly fast turnaround will be needed and some schools may not have been discussing it yet, she encouraged faculty to take time to confer with deans before going on summer vacation. Deans and administration would then draft a proposed full-year schedule to be reviewed by everyone at the beginning of fall semester in order to have it printed and on the web early. This would help decrease the excessive changes of 800-1000 plus in the last year. VP Wyly noted that many classes did not have room assignments and he queried if that was a major reason for the cascade of changes that took place in Liberal Arts, including cancelled classes, and what process to follow for room assignments. He added his concern that administrative assistants' workload increases substantially due to many different forms that have to be completed. Dean Fountain acknowledged the valuable and necessary feedback administrative assistants provide and she meets monthly with them and the scheduling office. The first proposal draft was created through those regular meetings as well as meetings with deans. Room assignments is one of the next big issues to develop a proposal for and it will be on their next agenda.

Senator Obegi asked about flexibility for entering information into Banner since it is unknown what new faculty are best suited for until they are officially hired and there is usually little advance knowledge of who will be hired and in what areas. Dean Fountain acknowledged that issue has been brought up in discussion and will be one of many wrinkles to iron out in how to make a less cumbersome process. Last minute hiring is one of the issues she hopes to see resolved. She explained that each succeeding year going into a year round scheduling process will have fewer challenges while developing strategies to incorporate into an improved planning process. Proposal wording has been changed during reviews by many people. Deans and faculty will have more dialogue to work out student centered schedules. The idea is to look at things holistically and develop a proposed schedule over the summer. Faculty hires will be one of the first year issues to be worked on later. Dean Fountain reiterated that having materials for recruiting students, being able to show them samples of classes they could take at different campuses, different times, etc., will enable students to see when they could finish a degree by attending part or full time. One of the student success mandates will be the requirement for students to take their Basic Skills classes in their first semester. A year round schedule could help needed data collection be much more efficient and organized. Sometimes students take their Basic Skills classes in the middle or later semesters or students are being lost. Dean Fountain looks forward to seeing the College get ahead of the State requirements for Basic Skills first semester implementation.

In response to Senator Brewer's question about the College transitioning to a more student centered, data driven process, Dean Fountain stated she has been discussing this at deans' meetings and individually with IVP White. Changes in administration have made it difficult and a process is needed that everyone can follow regardless of turnover in administration. Dean Fountain keeps a running list of issues and reaches out for feedback. Deans dialoguing with faculty about what is best for a student centered schedule will be very helpful. VP Wyly asked if there is a way to identify trends and issues to address occurring from the hundreds of schedule changes. Dean Fountain replied that transmittals can be for room, instructor, time changes etc. and the number may even be higher than the 1000 plus. It would be unrealistic to attempt to tally all those changes. With recent changes, the administrative assistants can put the information into a spreadsheet going forward. Senator Obegi suggested that providing data and fill rate information to faculty would create more fruitful discussion when developing schedules. If the deans would have a listing of everything offered on Tuesdays at 9 am, for example, scheduling could become more efficient with one master list. VP Wyly pointed out that two-year cycles would encourage deans to better

understand the progression of a two-year pattern by having easy reference and without having to contact faculty whenever there is a question.

Dean Fountain would like to see everyone return faculty preference forms before semester's end. She will take the Senate feedback, gather as much data as possible, and work on the proposed 2015-2016 schedule over the summer. Conversations can be carried over into fall for completion by September 15, except for minor changes, to get the hard-copy out early. Dean Fountain queried if Senators felt it too aggressive to add priority registration in November 2014 for spring 2015. President Gunther noted the serious enrollment concerns tied to College funding and other issues and agreed that early registration would help increase enrollment and student planning. Year round scheduling will work well with the Student Success Initiative. Enrollment Management would benefit from these kinds of discussions and more input.

Sample scheduling, including specific areas of interest, will benefit students. Ultimately, students should also be able to easily find classes they want to take or classes available at specific times and days etc. Students are savvy and used to customizing requests but they say it is impossible online here. The Research, Planning and Effectiveness could survey every student enrolled in the last two years to find out what their favorite classes were, what classes they'd like to take, when, length of classes, etc. Dean Fountain stated the need to find middle ground and user friendly set up for all students and, most importantly, to bring everybody and everything together. Polling faculty and students will be interesting. Senator Obegi noted the Program Review Committee has been asking faculty to survey students.

A formal policy for handling cancellations is not in place and may or may not be useful now, depending on enrollment, but process needs to be improved. VP Wyly pointed out that FON also has to be part of the conversation. Adjunct faculty have more complex scheduling needs and can't be as flexible due to other work. Senator Luce asked if wait-listing was available for students when classes they want are full. Dean Fountain replied there have been Banner challenges. Sierra College took a full year to implement wait-listing that was attempted here with only 6-9 months. It can't go live in the middle of priority registration but it should be available next spring. By the end of June, Dean Fountain hopes to see it working properly in the production environment and then have a campus campaign of awareness to educate faculty and students on opt-in wait-listing.

Dean Fountain asked Senators, if all in agreement, to move forward and share the information with colleagues, helping them understand the value of year round scheduling and how it will continue improving over time. If anyone has criticisms, ask them to share them directly with Dean Fountain. In the fall, if people have areas of complaint, hopefully they will respond with how to make things better. Dean Fountain stressed the need to get beyond last minute responses and planning, noting some critical staff who are overloaded and that the College could lose. Dean Fountain will follow-up on some of the comments made today.

#### 9.2 Veteran & Military Service Members GE Waiver Resolution: Waive PE under Option A, Option E to meet CSU/UC – Steven Springer

Counselor Steven Springer gave an overview of the resolution. A packet was distributed that included the resolution draft, the College General Education Option A list, the CSU General Education Option C list, and sample lists from Contra Costa and American River colleges. Veterans Coordinator Amy Utt was present if needed to answer questions. The purpose of the proposed resolution is to streamline the currently cumbersome graduation process for veterans and active duty military personnel. The changes would also bring the requirements in line with the other California Community Colleges. Mr. Springer explained Air Force veterans and personnel have an easier time getting kinesiology and lifelong learning requirements waived than other branches of the military. Without policy in place the process becomes very cumbersome for students, counselors, evaluators, and the Veterans' Office. President Gunther clarified that the proposed changes will adopt what generally has to be petitioned and taken through a long process here and she will gladly present it, once approved in Senate, to Shared Governance and the Governing Board. Senators agreed the proposed waivers make sense. Any input from colleagues needs to be forwarded as soon as possible. The resolution will return as an action item on the next agenda.

#### 9.3 Emergency and part time hiring policy revisions

President Gunther reported policies have been updated and that this item will be carried over to the May 5 agenda when copies are available.

#### 9.4 LR 010 Resolution

The resolution was briefly reviewed and will be placed as an action item on the May 5 agenda.

#### 9.5 Optional Flex-Cal Task Force Update – LaNae Jaimez & Lue Cobene

Senator Cobene reported that he, Senator Jaimez, and Flex Cal Chair Chuck Spillner created a faculty questionnaire and received 25 responses. Sixteen questions were asked about faculty experience with Flex Cal credit including reporting, documents used, acceptance, denial or other challenges. Six responses noted problems with acceptance due to deans denying credit. Three of those cases were for conferences within the instructors' disciplines. There was also some confusion about how forms should be filled out. Responses showed inconsistency of deans' understanding of what constitutes flex credit acceptability. Senator Jaimez stated that, based on survey results, the Task Force discussed ideas for refining the policy: revise some of the language that makes it confusing; create an appeals process that can be used when credit is denied; create a new form; implement training for administration and faculty. A more pressing issue is if Academic Senate meetings will be accepted for flex credit. Senator Jaimez worked hard last year to ensure they were and last spring IVP White and S/P Laguerre agreed. There continues to be inconsistency with the deans. Senator Cittadino asked why deans should be the ones to give approval and President Gunther replied that deans expressed they didn't want the task. Senator Jaimez added that the Flex Cal Committee members, as volunteers, shouldn't be required to handle the approval process. Senator Bolz suggested colleagues would be the most qualified people to understand how activities pertain to their subject area. Senator Cobene opined it could be an easy and effective process if items were listed like in the state categories, with specific additions for different departments, and the document could remain with the Flex Cal Committee. President Gunther agreed it would be helpful to have the Flex Cal Committee send requests for input to each department, asking what specific ideas they'd want to add for their department. Each department would have to meet and decide on their specific additions. Senator Jaimez suggested bringing an appeals process for discussion to the next meeting.

9.6 Code of Ethics (revision) Task Force Report – LaNae Jaimez & Lisa Giambastiani  
Last Year the Academic Senate approved the Code of Ethics Policy 4100 with the agreement to review and revise it. Senator Giambastiani pointed out that most of the policy points are covered by law, included in job descriptions, or too proscriptive. After reviewing other iterations and other colleges' codes, Senator Giambastiani and Senator Jaimez narrowed it down to four items of general abstract ideas and now faculty input is wanted. Senator Giambastiani urged everyone to consider the proposed code in light of descriptive, rather than proscriptive, because rules can become unending. Senator Jaimez pointed out that specific constituent groups could create their own COE if they felt a need for more content. The proposed COE distributed and discussed at this meeting could be an inclusive and positive Board policy. Senators were asked to take this item to their constituents and send the condensed feedback to Senator Giambastiani as soon as possible. A final revised proposal will be placed as an action item on the May 5 agenda.

9.7 Mid-Cycle Hiring  
President Gunther suggested that when there are ten faculty hires and four mid-cycle positions come up, as happened this semester, it may be time to look at how to deal with mid-cycle hiring. Questions were also raised during the hiring policy discussions regarding how to address, in the policy, replacement of faculty who are retiring or leaving. Administration appears to be open to a policy process. These issues affect everyone and create a challenge. The idea to use the emergency hiring policy wouldn't work in many cases due to special needs or specific challenges. President Gunther suggested formation of a small committee to look at particular issues and come up with guidelines. The group might include a couple faculty, the Vice President of Academic Affairs, and the Superintendent/President. Senator Jaimez suggested all mid-year hiring should be brought to the discussions.

VP Wyly noted during Academic Senate / Ed Admin hiring discussions, no options are given for faculty replacement. He recalled in the past, positions open due to faculty quitting or retiring, there was no question they'd be replaced. Now replacement and new positions are in the same pool. It became more common due to hiring freezes. President Gunther pointed out the need to determine process for two issues: mid-cycle hiring or other unusual situations that come up; replacement of faculty who retire or leave. Senator Jaimez noted that sometimes mandates are used as the rationale for certain hires but how essential is it that the position be filled by a full-time instructor should be asked. President Gunther asked for a couple senators to begin looking at this. Senator Obegi and Senator Cobene volunteered.

## 10. Action Items

10.1 Academic Success Task Force Report

**Deferred**

10.2 Committee on Committees Proposed Policy

**Deferred**

10.3 Faculty Technology Group

DE Coordinator Crandall-Bear briefly reviewed this action item. DE members approved adding the Faculty Technology Group as a second branch to the DE Committee. They have a clear deadline and are getting a lot done with representatives from every school. The DE Committee will continue its work and won't be impacted by the Faculty Technology Group.

**Motion to approve the Faculty Technology Committee as an additional branch of the DE subcommittee** – Senator Jaimez; Seconded – Senator Cyr; **Passed - unanimous.**

10.4 Bylaws – Senate Reorg/Representatives; Additional Subcommittee

**Motion to revise the Bylaws as follows: increase the School of Health Sciences representation to two senators; add the Faculty Technology Committee as an additional branch of the DE subcommittee** – Senator Jaimez; Seconded – Senator Giambastiani; **Passed – unanimous**

## 11. Reports

### 11.1 Subcommittees

#### 11.1.1 Basic Skills – Melissa Reeve

No report

#### 11.1.2 Curriculum – Joseph Conrad

No report

#### 11.1.3 Distance Ed – Dale Crandall-Bear

DE Coordinator Crandall-Bear reported preparations are being made to launch summer and fall exclusively in Canvas, including creating course shells. Online shells are created automatically by Banner. The final courses to be approved for fall must be reviewed at the May 12 DE meeting. Courses submitted after that will be reviewed in fall 2014 to be ready for spring 2015. Courses are approved initially for one semester, followed by DE review to ensure it went well and should go forward. A favorable review would be the final approval

#### 11.1.4 Program Review – Amy Obegi

PR Coordinator Obegi announced the next meeting will be held on April 28. She reported requests have been received for workshops on creating surveys. Due to a shortened Program Review timeline, CTE wasn't able to complete surveys that are wanted as part of the feedback process. A survey workshop will be held on April 24 from 2 – 3 pm in Room 101. The Committee is currently waiting on more submissions for review but IVP White worked over spring break to give feedback on four programs the Committee had reviewed. Members were receptive to additional release time discussed for the PR faculty coordinator. The idea was submitted to the union and the resulting unanimous vote was for 40% release time. IVP White will forward the proposal to S/P Laguerre. There are many great Committee members who are also serving on other committees and depending on future workload for Program Review members, discussion may be held regarding additional compensation for them. More people are needed to serve on the PR Committee.

#### 11.1.5 10+1 Committee – LaNae Jaimez

No report

### 11.2 Treasurer

No report

## 12. Action Reminders

### 12.1 Commencement Marshalls needed

12.2 If your term as Senate rep ends in May, please be sure your school is re-electing you or electing a new representative ASAP. To be announced at the May 5 meeting.

12.3 Program Review needs reps from Math/Science and Health Sciences.

## 13. Announcements

The next and last regular Senate meeting this semester will be held on May 5, 3pm – 5pm in ASSC 1421.

## 14. Adjournment

Motion to adjourn – Senator Brewer; Seconded – Senator Obegi; **Passed** – unanimous

The meeting adjourned at 4:59 pm.



## ACADEMIC SENATE

### Adopted Minutes

May 5, 2014

ASSC 1421

3:00 pm – 5:00 pm

#### 1. Call to Order

President Gunther called the meeting to order at 3:05 pm.

#### 2. Roll Call:

Susanna Gunther, President

Sabine Bolz, Kevin Brewer, Nick Cittadino, Lue Cobene, Catherine Cyr, Lisa Giambastiani, Amanda Greene, Les Hubbard, LaNae Jaimez, Katherine Luce, Amy Obegi, Teri Pearson-Bloom, Dan Ulrich, Darla Williams, Ken Williams, Michael Wyly, Connie Adams, Admin Assistant

Absent/Excused: Dale Crandall-Bear *ex-officio*, Joe Conrad – *ex officio*, Erin Duane,

Guests: Jowel Laguerre, Diane White, Annette Dambrosio, Barbara Fountain

**Welcome** New 2014-2015 Senators: Tom Bundenthal – At-Large; Kathleen Callison – Part-Time Rep; Joe Conrad – School of Math/Science; Mark Berrett – School of CTE & Business.

#### 3. Approval of Agenda – May 5, 2014

Motion to approve – Senator Brewer; Seconded – Senator Giambastiani; **Passed - unanimous**

#### 4. Approval of Minutes – April 21, 2014

Motion to approve – Senator Cyr; Seconded – Senator Greene; **Passed – unanimous**

#### 5. Comments from the Public

#### 6. President's Report

##### 6.1 Flex Cal webinars

The Flex Cal Committee ordered a package of three faculty development webinars. They can be viewed live or on-demand. The first webinar topic will be Student Services and President Gunther asked for recommendations for two more from the distributed list. Senators chose Online Support Services and Basic Skills. President Gunther will forward the choices to Chuck Spillner, Flex Cal Chair. Faculty can access the webinars at [http://www.innovativeeducators.org/Free Training for Higher Educators s/55.htm?searching=Y&sort=1&cat=55&show=100&page=1](http://www.innovativeeducators.org/Free_Training_for_Higher_Educators_s/55.htm?searching=Y&sort=1&cat=55&show=100&page=1)

##### 6.2 Other

*Agenda/Minutes Templates:* The technology department has agreed to create smart templates for agendas and minutes that could be helpful for administrative staff, members of committees, and overall meeting uniformity.

*Peer Review Consultation:* During recent faculty negotiations, concern was raised that collegial consultation with the Academic Senate has not taken place for peer review. President Gunther spoke with S/P Laguerre last week and he assured the opportunity will be provided. Options include forming a committee with Senate and SCFA reps or having the 10 + 1 Committee create a plan for Senate inclusion in collegial consultation to work on a peer review process. The Academic Senate, SCFA, and eventually, the District, all need to be involved in the plans.

*Senate Transition:* President Gunther thanked senators for the opportunity to serve as President and for everyone's cooperation and help. She stated the Senate will be in good hands moving forward with new officers, President Michael Wyly and VP LaNae Jaimez.

#### 7. Superintendent/President's Report

*Congratulations to Students, Faculty, and Staff:* S/P Laguerre reported there are many hiring interviews in process. He encouraged everyone to take time to congratulate students and faculty and noted it is a good day to thank staff members. Distinguished Faculty of the Year will be recognized at graduation.

S/P Laguerre congratulated softball coach Terri Pearson-Bloom, and volleyball coach, Darla Williams, as sports coaches of the year. The softball team will next go to regional. Basketball also had a great season.

A lot of faculty engagement will be needed for committees that will continue working over the summer.

*VPAA Position:* A decision has not been made for the Vice President of Academic Affairs position. S/P Laguerre addressed something from an email that raised concern that minimum qualifications were not being followed. S/P Laguerre shared that whatever was done was within the Education Code. In California the minimum qualification for administrative service is both possession of a Master's Degree and one year of formal internship training or one year of experience especially related to the administrative assignment. S/P Laguerre reported the job description was corrected and a decision will be made Thursday.

*Peer Review:* S/P Laguerre spoke with President Gunther on Monday regarding her concern that consultation with the Academic Senate didn't take place before speaking with the faculty union. S/P Laguerre apologized for that, noting the College needs to create a peer review process. One of most dire needs is evaluating adjuncts due to the low number of tenured faculty who can help with the process. President Gunther also spoke with Jim DeKloe, SCFA President, who agreed in theory to establishing a committee or using 10 + 1 to move forward.

*Comments/Questions:* Responding to Senator Cittadino's query about the Dean of Counseling hiring status, S/P Laguerre stated that he wants to meet with counseling staff and faculty to discuss what to do next. Senator Cittadino reported the next Counseling Department meeting is on Thursday.

*10 + 1:* S/P Laguerre stated he will work with incoming Senate President Wyly about 10 + 1 meetings over the summer.

## **8. Interim Vice President's Report**

IVP Diane White thanked President Gunther for her service to the Academic Senate and the College. She is also looking forward to working with Michael Wyly and LaNae Jaimez as they assume their new positions as Senate President and Vice President respectively.

*Law School Pathways Grant:* IVP White expressed her excitement about the Law School Pathways that will be an uplifting program and noted the College will also be the fiscal agent for the grant that has also been connected to a regional career pathways \$6,000,000 grant and colleges accepted to be part of that grant will be announced on May 23. Professor Joel Powell and IVP White attended the official signing of the MOU, an event covered by Channel 5 news that provided a wonderful opportunity to be in touch with inspiring speakers. She would like to bring some of those speakers to the campus, including an ex-gang member who had been in prison, studied law, and now works on behalf of juvenile prisoners. These inspiring people could help reframe discussions about equity and social justice. IVP White pointed out that Professor Powell, who signed the MOU on behalf of the College, deserves 95% of the credit for all his work that resulted in securing this grant.

*Adjunct & Emergency Hiring:* IVP White was unable to recreate the hiring policy draft in time for today's meeting from the handwritten notes taken during discussions with President Gunther and Senator Jaimez. She plans to work with the new Senate officers to have the draft proposal ready for fall.

*Compressed Calendar and Block Scheduling:* IVP White distributed frequently asked questions regarding compressed calendars from Hartnell College and a list of California community colleges that use compressed calendars. Many discussions on this topic have taken place and the District is interested in moving forward. VP Ligioso reported that preliminary research on compressed calendars indicate it leads to better student success as well as supporting enrollment management. A lot of work will be needed and IVP White proposed beginning work on this opportunity soon. She suggested one or two people from each constituency group get together over the summer to review different models and feasibility and bring recommendations forward in August to the Academic Senate, SCFA, ASSC, and the District. The timing is ideal to work on a compressed calendar since Leigh Sata and Dwight Calloway have been working on cap ratios to determine room usage for facilities planning purposes as well. Mr. Sata has worked on educational and facilities master planning at many campuses and he is a great asset to the College. IVP White concluded the discussion asking for feedback on how to proceed. This item will be placed on the August agenda.

*Student Equity Plan Template:* The template was sent out by the Chancellor's Office on March 11. The State is requiring colleges to develop a student equity plan which the College has always had to some degree but requirements are now more prescriptive with the template. The purpose is to conduct a self-evaluation on improvement or lack

thereof in successful outcomes for all students. The plan needs to be completed by early October in order to be accepted by the Governing Board in time for submission to the Chancellor's Office by November 21. The State Academic Senate plays a large role as it should and IVP White is looking forward to working with campus Senate officers and anyone else interested. The Chancellor's Office is looking for uniformity in the State using the template for student equity plans. Dean Shirley Lewis is working with a committee on the student equity plan but not yet on this part. Many people need to be involved in the process to create one plan. The report will present the plan but it also needs to show what the College is actually doing with plans and data.

## **9. Information/Discussion Items**

### **9.1 Accreditation Update – Annette Dambrosio**

Accreditation Coordinator Annette Dambrosio reported her intention was to get an initial draft of whatever was ready for the mid-term report sometime between now and May 14. She had thought that by May 8<sup>th</sup> a draft could be sent to the Academic Senate but she hasn't received adequate information from everyone on the Accreditation Task Force to date. Coordinator Dambrosio now intends to send the draft out prior to the May 21 graduation day to give everyone an opportunity to see what has been done and to send any feedback. She will take the report as an information item to SGC next week. She informed the Academic Senate she would be readjusting the original calendar to send the draft to All for transparency as soon as possible by May 21. The mid-term report is large and she would like to get feedback before returning to the Academic Senate with a solid report on Monday, August 11<sup>th</sup>, followed by action on August 25. A lot needs to be done before final approval. Coordinator Dambrosio will work on the draft over the summer and will be contacting and meeting with people to fill in missing information. More narrative about Academic Senate activity will also be needed.

Coordinator Dambrosio noted another piece of the Accreditation Report. Various groups need to respond to how the College is progressing on planning items listed in the 2011 self-study. The list was huge and she spent much time putting together a chart, detailing everything that was in the 2011 report and identifying "leads" to complete all the tasks. She already met with the DE Committee to review what they have done, for example. Some challenges have been due to not always having clarity of item intentions. She will be contacting leads and the revised calendar will be sent to All.

### **9.2 Student Equity Plan**

Discussion under Item 8

### **9.3 Optional Flex-Cal Task Force Update / Appeals Process – LaNae Jaimez & Lue Cobene**

Senator Jaimez suggested that one solution might be crafting a checklist with Title 5 items. If a dean doesn't approve something on the list that a faculty member submits, maybe it could automatically be sent to a committee for review, if it wouldn't be a violation of union contract. President Gunther suggested discussing that with Jim DeKloe, SCFA President, and IVP White in order to move forward.

### **9.4 Mid-Cycle Hiring – Amy Obegi & Lue Cobene**

Senator Obegi reported she and Senator Cobene met on Friday to begin the process which will include creating a prototype questionnaire to look at positions with hiring criteria. They also discussed the possibility of adding previously approved positions that haven't been hired to a mid-cycle hiring list in order to include all the positions fairly in the decision making process.

### **9.5 Composition of the Program Review Committee – Amy Obegi**

Program Review Coordinator Obegi reported the Committee is completing their first year under the new process and she would like to discuss possible changes to the Committee composition. One of the thoughts moving forward is to have two representatives from schools under review and one from every other school. The length of program reviews and the feedback provided puts a heavy burden on Committee members who work in groups of three per submission to be able to cover each report. It would be prudent to have two representatives from each school and maybe only one from the smaller School of Health Sciences. Coordinator Obegi also noted the Committee doesn't include student representation. President Gunther opined and Senators agreed that, as long as student input is included in the review process, having students look at reports isn't needed. VP Wyly asked if it would be more appropriate to describe workload depending on the size of departments and programs. Coordinator Obegi agreed that was a good point, but clarified that members don't just review programs from their own areas. Senator Cittadino commented that there are more and more volunteers on many committees who somehow have to be compensated. Senator Bolz countered that compensation can mask the problems faculty face when trying to do their best in serving their students. When instructors take on too much, something has to give in their work or personal lives and compensation doesn't address what faculty are really here for. President Gunther pointed out some workload is

accreditation driven. Senator Jaimez suggested adding a note into Program Review about how student input is obtained and felt it would be easier for people to join the Committee if there were more members to divide up the work. Coordinator Obegi reported she spoke with IVP White who suggested trying first to get more people to join. Senators agreed that Program Review is more onerous than many other committees, integral to outcomes, really has to be done right, and Coordinator Obegi has been careful to ensure that happens. However, it is unrealistic to rely on functioning because of a hardworking leader and the PR Committee would work best without frequent membership turnover. Department chairs, promised by administration, would have the level of expertise and perspective to sit on the PR Committee, which would be a good place to convey some of their duties. School coordinators have a different purpose with a narrow scope on SLOs and assessments. There is currently no mechanism in place to help move PR ideas forward.

#### 9.6 Distinguished Faculty Awards – Ken Williams

Senator Williams reported there were nominations for three full-time and one adjunct. Great people were nominated with very good write-ups, which made the decision for the full-time award a difficult one. President Gunther thanked the Committee for their work. The two faculty members will be announced at graduation.

#### 9.7 Academic Senate August 8 Flex Cal meetings / Budget for Refreshments

VP Wyly explained the Flex Cal Committee and HR proposed the Senate meetings be held on August 8, but the regular and joint meetings will be moved to Monday, August 11. The Senate agreed by consensus to use funds from the Academic Senate account for meeting refreshments.

### 10. Action Items

#### 10.1 Emergency and part time hiring policy revisions

This item will be placed on the August 11 agenda.

#### 10.2 Academic Success Task Force Report / Student Success and Support Program Plan

Barbara Fountain, Associate Dean of Students, gave an overview of this item that has been brought before the Senate several times and was formerly known as the matriculation plan. Last week, working with Student Services Dean Shirley Lewis on an attempt to finalize the plan, she saw a template on the Chancellor's Office website that was just recently posted. It asks for more information and what is being asked for makes sense. Due to this last minute need for changes with more detail and the October 17 Board approval deadline, Senate approval to move forward is needed now in order to allow time for input, revisions, and timely completion. Colleges are legally required to update the plan annually. The document presented mentions repeatedly that it will be reopened for changes when classes resume in the fall. At a conference last week, Dean Fountain learned that many other schools are at the same place in the report and plan process. Without enough staff to get the required work done and the need for accuracy, work will continue over the summer and it will be brought back to committees in the fall. President Gunther noted money is tied to the plan and has to be matched in triplicate by College funds which could result in a significant effect on where general funds will be spent. Dean Fountain added that the template has to be followed and everything possible for required services needs to be offered for the College to generate significant funding in coming years. More robust dialog will be needed next year. Dean Fountain has been working hard to meet with constituent groups but little response has been provided. The initial bulk of work has been completed but closer review and detail is needed in some areas. A lot more faculty input is needed, especially in counseling, and there needs to be some way to get people involved. It will be an accreditation issue if not updated yearly. The new template requires more details. Challenges include staffing, the need for expanded electronic services, and trying to find a healthy balance of services students need. Dean Fountain replied to questions that the incoming Degree Works program won't go live with transfer data, won't include ed plans, and initially will probably provide more assistance on evaluation for meeting catalog requirements within the year. The SSSP report and plan will be brought back to the Academic Senate for revision input and approval in the fall.

**Motion to approve** – Senator Cobene; Seconded – Senator Cittadino; **Passed - unanimous**

#### 10.3 Task Force on Committees Proposed Policy

Associate Dean Barbara Fountain reminded senators that she has been trying to meet with people to get feedback on the idea of a proposed policy and administrative procedures to help committees move towards more efficiency and effectiveness. She serves on 29 committees and having to attend meetings throughout each day makes it difficult to get her work done. She has observed and heard from many colleagues about the ineffectiveness of and lack of results from meetings as well as time commitments. Many people have also been frustrated due to arbitrary reversal of items that have followed the proper approval channels and other things that show up without following the appropriate channels. This has been a pattern over many years no matter who has been in administration and it becomes a great expense to the College as new paths or programs are chosen to solve problems and then replaced by another and



another without enough staff to handle the workloads. Formalizing something so that everyone is in agreement with some type of process that will continue and work no matter who is in the seats could help resolve many concerns.

President Gunther stated there aren't many committees of faculty members and if Academic Senate representation is cut out of anything, it would significantly decrease faculty input. Dean Fountain replied the intention is to raise efficiency and effectiveness, not to eliminate any particular committees or representation. She gave a brief background on how the Committee (Task Force) on Committees got started during a series of ALG retreats when one of the top problems raised was too many ineffective and time-consuming committees. When no one stepped up, Dean Fountain volunteered to help with some iteration but no real committee was formed. S/P Laguerre intervened, saw the problems as issues with communication and brought in Accreditation Coordinator Annette Dambrosio to address that. Over time a few people said they would help. Dean Fountain would rather take time to accomplish something good than having quick decisions made and Academic Senate input and agreement is needed. Committees might decide to adopt some of the ideas and training on how to run committees would be offered. If a database of committees was kept up to date with all information needed, questions could be minimized and it would help with reporting out. There are more than 60 committees and it is a challenge getting people to serve. President Gunther likened the idea to cleaning out the committee closet and throwing out what isn't working or being used. Dean Fountain noted that even though people have complained, they get nervous about change. It may not be time to create a Board policy but it would be helpful to have a process and procedure that provides some kind of framework to improve operation, define roles and offer training, in writing to ensure shared governance and eliminate favoritism etc. Senator Jaimez suggested having a document that follows everything to help with organization and tracking. Dean Fountain asked the Senate for approval to move forward on this item, initially brought to Senate over a year ago, and she will look for a trainer to bring in.

**Senate consensus was to move forward.** Dean Fountain requested everyone provide feedback.

10.4 Code of Ethics – Proposed Revision

**Motion to approve** – Senator Pearson-Bloom; Seconded – Senator Bolz; **Passed – unanimous**

10.5 LR 10 Resolution – add LR 10 to Gen Ed options

**Motion to approve** – Senator Cittadino; Seconded – Senator Bolz; **Passed – unanimous**

10.6 Veteran & Military Service Members GE Waiver Resolution: Waive PE under Option A, Option E to meet CSU/UC

**Motion to approve** – Senator Greene; Seconded – Senator Giambastiani; **Passed – unanimous**

## 11. Reports

11.1 Subcommittees (3 minutes each)

11.1.1 Basic Skills – Melissa Reeve

No report

11.1.2 Curriculum – Joseph Conrad

Curriculum Chair Joe Conrad's emailed report:

The Curriculum Committee is nearing the end of this year's activities. We are happy that we have approved a total of 16 transfer degrees which, barring issues from the Chancellor's Office, will allow us to reach their goal by fall. I should remind you that there will be more needed next year (Business, Political Science, and Music.)

We hope to finish a set of proposals to change our pre/corequisite policy to allow content review as approved by the state a couple years ago. This will require much vetting beyond the committee as it will change a Board procedure (6023). This will be something for the Senate in the fall.

I encourage you to make sure your school is adequately represented on the committee next year.

Finally, I note that this is my last report as chair. I have learned a lot in this role, but look forward to passing it on to someone else. (We still need a chair for next year, so if you have any candidates in mind please encourage them to consider it.) This is not the last you will hear from me as I will be a senator from Math and Science next year!

11.1.3 Distance Ed – Dale Crandall-Bear

No report

11.1.4 Program Review – Amy Obegi

No additional report – see Item 9.5

11.1.5 10+1 Committee – LaNae Jaimez

11.2 Treasurer

Senator Jaimez reported the Senate account balance is \$10,298.02

**12. Action Reminders**

12.3 Program Review needs reps from Math/Science and Health Sciences.

**13. Announcements**

Senator Jaimez and Senators thanked President Gunther for her service as Senate President.

The next regular Senate meeting will be held on August 11, 9 am – 12 pm in ASSC 1421.

The joint Academic Senate / Ed Admin meeting will be held on August 11, 1 pm – 4 pm in ASSC 1421.

**14. Adjournment**

Motion to adjourn – Senator Pearson-Bloom; Seconded – Senator Cyr; Passed – unanimous

The meeting adjourned at 5:01 pm.

AS Minutes 05.05.14/ca



## ACADEMIC SENATE

### AGENDA

August 11, 2014

ASSC 1421

9:00 am – 12:00 pm

**1. Call to Order**

**2. Roll Call:**

Michael Wyly, President

Mark Berrett; Sabine Bolz; Curtiss Brown *ex-officio*; Tom Bundenthal; Nick Cittadino; Lue Cobene; Catherine Cyr; Dale Crandall-Bear *ex-officio*; Joe Conrad; Erin Duane; Lisa Giambastiani; Susanna Gunther *ex-officio*; Les Hubbard; LaNae Jaimez; Amy Obegi; Terri Pearson-Bloom; Ken Williams  
Connie Adams, Admin Assistant

Guests: Jowel Laguerre, Diane White, Annette Dambrosio, Yulian Ligioso, Shirley Lewis, Melissa Reeve, Gene Thomas

**Welcome New 2014-2015 Senators:** Mark Berrett – School of CTE/Business; Tom Bundenthal – At-Large; Joe Conrad – School of Math/Science. Terri Pearson-Bloom – Health Sciences.

**3. Approval of Agenda – August 11, 2014**

**4. Approval of Minutes – May 5, 2014**

**5. Comments from the Public** (3 minute limit per person)

**6. President's Report** (20 minutes)

**7. Superintendent/President's Report** (10 minutes)

**8. Interim Vice President's Report** (10 minutes)

**9. Information/Discussion Items**

**9.1 Accreditation Update – Annette Dambrosio**

9.2 Budget Update – Yulian Ligioso

9.3 Brown Act Updates, including senate subcommittees – Michael Wyly

9.4 Student Equity Plan / Template (Update) – LaNae Jaimez

9.5 Program Discontinuance Update and Discussion (also on afternoon agenda) – Michael Wyly

9.6 Peer Review and Compressed Calendar/Block Scheduling Update – Michael Wyly and LaNae Jaimez

9.7 Corequisite/Prerequisite Policy and Calendar – Joe Conrad and Curtiss Brown

9.8 High school outreach and CAPP, including proposed outreach task force – Michael Wyly

9.9 AB86 Update and Report Presentation – Melissa Reeve and Michael Wyly

9.10 Student Success Taskforce, including updates on Common Assessment & Education Plan – Michael Wyly

9.11 Senate Election: Secretary/Treasurer

9.12 Senate Election: two (2) Part-time Representatives needed

9.13 Senate Goals for AY 2014-15

**10. Action Items**

10.1 Emergency and Part Time Hiring Policy (revised)

10.2 Expand Charges of Flex-Cal Committee to include Faculty Development

- 10.3 Composition of the Program Review Committee
- 10.4 Refreshments Budget for first and last meetings of the year

**11. Reports**

- 11.1 Subcommittees (3 minutes each)
  - 11.1.1 Basic Skills – Melissa Reeve
  - 11.1.2 Curriculum – Curtiss Brown
  - 11.1.3 Distance Ed – Dale Crandall-Bear
  - 11.1.4 Flex Cal – Chuck Spillner
  - 11.1.5 Program Review – Amy Obegi
- 11.2 Other Committees
  - 11.2.1 Assessment -- Gene Thomas
  - 11.2.2 Equity – Shirley Lewis
  - 11.2.3 10+1 Committee – LaNae Jaimez
- 11.3 Treasurer (2 minutes)

**12. Action Reminders**

- 12.1 Program Review needs reps from Math/Science and Health Sciences.

**13. Announcements**

- 13.1 The next regular Senate meeting will be held on August 25, 3:00 – 5:00 pm in ASSC 1421.

**14. Adjournment**

FLEX CAL COMMITTEE MEETING MINUTES – MON, AUG 18, 2014

PRESENT: C. SPILLNER, M. COWEE, I. BOURDON, M. WYLY, M. CALARA

ABSENT: R. ZAK

Start: 3:45 PM/Room101

1. Reflections on Fall Flex
  - a. Thank you notes to presenters– Marielle and Nanette
  - b. STRS fell through because of miscommunication who was going to contact the presenter.
  - c. Schedule a STRS during the semester. Monday, Sept 15 Benefits Fair will include PERS and STRS reps.
  - d. Need to do something about timing during the theater presentation. Michael will bring it up at a future 10+1 meeting.
  - e. Fall presentation in the theater will be limited to the S/P and Senate Presidents and Distinguished faculty presentations. This will help with the time management.
2. Academic Senate proposed changes in Flex planning and approval of optional flex activities.
  - a. Background-In the past faculty development funds were disbursed by the Academic Affairs VP who determined who got the funds. This should be determined by the faculty not the administration.
  - b. Senate want to determine how the funds are used. Vetting of the proposals would be by the Flex Cal committee. The committee membership would be expanded to handle this.
  - c. At the Fall senate meeting the body decided that the faculty flex cal committee would decide the use of the faculty portion of the professional development funds disbursed to the college from the state.
  - d. Michael will propose that the senate form a task force that will develop the policies and procedures for approval of faculty development funds.
  - e. Michael will find out what funds are available at the next 10+1 meeting.
3. Some ideas already in the works for Spring Flex. NO DISCUSSION.
4. Spring flex days are Jan 9 (required) and Jan 8, May 12, May 20 (optional)
5. New business
  - a. Agendas and minutes must be made public. Send these to Connie. Agenda 72 hr in advance.
  - b. Michael requested that Chuck attend the Senate meeting next Monday. Chuck agreed to give a Flex report to the Senate.
  - c. We decided to meet every other Monday at this time in Room 101 on Mondays opposite the Senate meetings.

End: 5:02 PM



## ACADEMIC SENATE

### AGENDA

August 25, 2014

ASSC 1421

3:00 pm – 5:00 pm

**1. Call to Order**

**2. Roll Call:**

Michael Wyly, President

Mark Berrett; Sabine Bolz; Curtiss Brown *ex-officio*; Tom Bundenthal; Nick Cittadino; Lue Cobene; Catherine Cyr; Dale Crandall-Bear *ex-officio*; Joe Conrad; Erin Duane; Lisa Giambastiani; Susanna Gunther *ex-officio*; Les Hubbard; LaNae Jaimez; Amy Obegi; Terri Pearson-Bloom; Ken Williams  
Connie Adams, Admin Assistant

Guests: Jowel Laguerre, Diane White, Annette Dambrosio, Melissa Reeve

**3. Approval of Agenda – August 25, 2014**

**4. Approval of Minutes – August 11, 2014**

**5. Comments from the Public** (3 minute limit per person)

**6. President's Report** (10 minutes)

**7. Superintendent/President's Report** (10 minutes)

**8. Interim Vice President's Report** (10 minutes)

**9. Information/Discussion Items**

9.1 Accreditation Update – Annette Dambrosio

9.2 Senate Goals for AY 2014-15

9.3 Brown Act / Senate Responsibility Guidelines – Michael Wyly

9.4 Code of Ethics, Report to Shared Governance – Michael Wyly

9.5 AB86 Update and Report Presentation – Melissa Reeve and Michael Wyly

9.6 Faculty Development Committee: composition, policy, process, who will develop

9.7 Senate elections

9.8 10+1 Information / Training – Michael Wyly

9.9 AS/SCFA – monthly reports – Michael Wyly

9.10 Solutions for Additional Procedural PR Language – Joe Conrad

9.11 Creation of Task Force to Develop One Annual Form for Updating/Reviewing PR/EMP/PLOs  
– Joe Conrad

9.12 SLO/Assessment Committee: charge/composition/rubric, etc. – Michael Wyly

**10. Action Items**

10.1 Emergency and Part Time Hiring Policy (revised)

10.2 Co/Prerequisite Policy and Calendar

10.3 Student Success Taskforce – Specific Sub-committee Tasks

10.4 Student Equity Plan / Combining Committees – Proposal

10.5 Secretary/Treasurer Election

10.6 High School Outreach – Proposed Task Force

**11. Reports**

- 11.1 Subcommittees (3 minutes each)
  - 11.1.1 Basic Skills – Melissa Reeve
  - 11.1.2 Curriculum – Curtiss Brown
  - 11.1.3 Distance Ed – Dale Crandall-Bear
  - 11.1.4 Flex Cal – Chuck Spillner
  - 11.1.5 Program Review – Amy Obegi
- 11.2 Other Committees
  - 11.2.1 Assessment -- Gene Thomas
  - 11.2.2 Equity – Shirley Lewis
  - 11.2.3 10+1 Committee – LaNae Jaimez
- 11.3 Treasurer (2 minutes)

**12. Action Reminders**

- 12.1 Program Review needs reps from Math/Science and Health Sciences.

**13. Announcements**

- 13.1 The next regular Senate meeting will be held on September 15, 3:00 – 5:00 pm in ASSC 1421.

**14. Adjournment**

**From:** Michael Wyly  
**To:** [LaNae Jaimez](#); [Terri Pearson](#); [Charles Spillner](#)  
**Cc:** [Connie Adams](#); [Annette Dambrosio](#); [Diane White](#)  
**Subject:** Task Force on Faculty Development Committee Procedures/Processes  
**Date:** Saturday, August 30, 2014 8:54:00 AM

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Chuck, LaNae and Terri,

Thank you again for volunteering to take the lead on this Task Force for the development of process and procedures for the use of the Faculty Development Committee in the vetting of requests for funds by faculty. Congratulations on your appointments.

As a reminder, this Task Force is charged with the development of a petition process.

This plan is to likely include: an application for the petition of funds, a timeline for implementation, an approximate calendar of key deadlines. As it will also be necessary to evaluate periodically this process, I would also ask that the Task Force compose outcomes to be measured/assessed at the end of each academic year (which can then be reported to the Academic Senate by the Committee Chair).

I am also hopeful that this Task Force will develop a proposal for any changes to the composition of the committee; for example, we might consider more representation from more disciplines.

I ask that this item be submitted to the Senate by its first meeting in October 2014.

The new process is to be fully vetted and approved by the Academic Senate no later than the end of the Fall 2014 semester after which faculty are to be educated of the new process by email, in workshops to be held during spring required flex-cal and via Senate reports. The new process is to be implemented by Spring 2015 (but earlier would be better).

In the meantime, I will work with Diane White to establish the size of the fund and how the committee will access and distribute these monies.

Please let me know if you have any questions or concerns, or if you need anything from me.

Thanks!

Michael

Michael J. Wyly, MFA



English Department  
Academic Senate President  
Coordinator, School of Liberal Arts  
Solano Community College

**From:** [Leigh Sata](#)  
**To:** [Rachel Dwiggins-Beeler](#); [ethelen@solanocounty.com](mailto:ethelen@solanocounty.com); [achandra@solanocounty.com](mailto:achandra@solanocounty.com); [Yulian Ligioso](#); [Roger Clague](#); [Dwight Calloway](#)  
**Cc:** [Jowel Laguerre](#); [Phyllis Braaksma](#); [Judy Spencer](#)  
**Subject:** RE: PACEP meeting  
**Date:** Thursday, June 26, 2014 3:39:17 PM

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Meeting minutes of PACEP – June 25<sup>th</sup>, 2014 at 1:00pm. Room 202, 360 Campus Lane, Fairfield CA.

The PACEP meeting was held yesterday at 1pm in 360 Campus Lane. Chief Thelen, Officer Chandra and Executive Bonds Manager Sata attended the meeting. A vendor representative joined the meeting by phone to answer questions. VP Ligioso had expressed his apologies in advance of the meeting and was double booked, so could not attend.

The discussion focused on a software product that is an add-on to Banner. It was noted that a significant benefit of the automatic notification software system that is compatible with the Banner database and additional programming and tracking of students, faculty and staff was not necessary because the database is comprehensive and tracks enrollment and employment status. The cost is \$1.01 per person, and Officer Chandra suggested that the overall cost would not exceed \$12,000 per year. The item was proposed to be funded by Finance.

Chief expressed concern that we are not a “beta” test and was assured by the vendor representative that we are not. The software will notify students faculty and staff about any issues on campus. The vendor representative stated that the software is already being used by CCSF, CCCCD, Napa CC, Sac State and other local institutions, as well as over 100 institutions in CA.

Five staff members were identified as having “administrative rights” to the messaging system: S/P Dr. Laguerre, VP Ligioso, Director Calloway, Chief Thelen and PACEP Committee Chair Dwiggins-Beeler.

Chief Thelen asked that the item be place on the July 18<sup>th</sup> Board agenda in order to meet the schedule of being operational by Fall semester 2014. EBM Sata advised that **two** board items are required; a sole source approval of the software, followed by approval of the actual software purchase. The deadline for the agenda item is July 2<sup>nd</sup> at noon. FYI, Executive Assistant Braaksma has as placeholder for both items on the DRAFT board agenda for review by CTO Clague and VP Ligioso. Chief Thelen will provide the appropriate documentation – by copy of this email to Chief of Staff Spencer, it would be appreciated if a board item template can be forwarded to Chief Thelen for his use.

No additional meetings were set and the next PACEP meeting will be scheduled by Committee Chair Dwiggins-Beeler as needed.

There was no further discussion.

Minutes by EBM Sata.

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**From:** Rachel Dwiggins-Beeler  
**Sent:** Tuesday, June 24, 2014 3:10 PM  
**To:** ethelen@solanocounty.com; achandra@solanocounty.com; Yulian Ligioso; Leigh Sata; Roger Clague  
**Cc:** Jowel Laguerre; Phyllis Braaksma  
**Subject:** RE: PACEP meeting

Hello All,

Just a reminder that we have a PACEP meeting tomorrow (weds) at 1:00 1:00pm (360 Campus Lane suite 201, room 202) to discuss the emergency communication product. I will need to conference in due to a scheduling conflict. Details for the conference call are below. Thank you for your continued dedication to emergency preparedness.

Participant details for conference call. Please use the meeting room phone and call

Telephone conference line: 1-913-312-3202 \*  
Participant passcode: 453367  
\*Toll free number: 1-888-886-3951

Best,

Rachel Dwiggins-Beeler

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**From:** Rachel Dwiggins-Beeler  
**Sent:** Friday, June 20, 2014 1:29 PM  
**To:** [ethelen@solanocounty.com](mailto:ethelen@solanocounty.com); [achandra@solanocounty.com](mailto:achandra@solanocounty.com); Yulian Ligioso; Leigh Sata; Roger Clague  
**Cc:** Jowel Laguerre; Phyllis Braaksma  
**Subject:** PACEP meeting

Hello all,

Due to scheduling issues, not all PACEP members can attend the upcoming meeting on June 25. I suggest we still meet in person or conference call in order to discuss the financial and technical issues associated with the emergency communication system. Please confirm your attendance and if you will call in or available to meet in person.

Meeting June 25 at 1:00 either on Campus Lane or conference call.

Best,

Rachel Dwiggins-Beeler

President's Sustainability Advisory Council  
September 24, 2012

**NOTES**

In attendance: Dwight, Cynthia, Paul, Curt, Sabrina, Mark, Pam, Máire, Rennee and Jowel

- Review of the minutes of August 31, 2012
  - No changes
- Energy Management Policy: Progress report Yulian and Dwight
  - Dwight reported that they are looking at a different model: Sustainability management that involves water, energy management and waste reduction. It is inclusive of a lot of people. Pam shared the sustainability from Crenshaw with Dwight. He will send the electronic copy to the team members to tailor our plan. He will look at the membership list to be inclusive. He will keep in mind the President's Commitment to Climate Control. Discussions took place in regard to the dissolution of the PSAC and the SAC. Student representation will be key. The broader committee will be overarching committee and the PSAC will remain a policy body.
- Re-starting the Green Council: progress report Paul
  - October 17<sup>th</sup> from 3 to 5 is the first meeting of the Green Council. He will send the announcement to the members of this council. He is concerned about the potential for the committee to be as valuable as before. As to the purpose of the committee, Jowel shared that the college served as a convener for the issue of sustainability. This will give us an opportunity for the college to lead in that area. Pam suggested that this could also be a way to garner synergy and sharing best practices.
- Re-starting the Green Ed program Paul
  - Paul gave a history of the Green program and the way it was run. It appealed to a broad audience. There were eight courses. Paul suggested that of all of them, the LEED course would be the one we should continue to teach. A LEED GA course costs over \$600 and is an exam prep class; although, our emphasis would not be for taking an exam. This could be a part of the Institute. Pam shared that companies like Honeywell look for individuals with these kinds of skills.
- Update on Alternative Fuel grant Cynthia/Paul
  - State called and wanted to change grant deadline by several months. This has allowed us to reach out to other institutions. We approached UTI and UCI to get it done. We are still working with the Energy Department for the \$700K grant. We are waiting for an answer from them.
- Wind Curriculum update Curt/Mark/Jowel
  - Curt and Mark met and discussed what would be required to support a program. They

have a good idea about the cost. The potential for a student pipeline through Rio Vista High School is very possible. There are students/employees being trained. Nobody on the West Coast is doing the training.

- Update on Clean and Green Day Sabrina
  - About 290 hours was spent with 90 people with five trash bins and fifteen cubic yards collected. A lot of faculty sent students. We are seeking approval to be part of coastal cleanup.

- Recycling update Dwight/Sabrina
  - A big and important meeting tomorrow: CalRecycle, Solano Garbage Company and Solano County will be in attendance.

- Report from the Sustainability Committee Sabrina
  - They are talking about greening and recycling as a focus. As the garbage cans decrease the recycling cans will increase.

Next meeting **October 29<sup>th</sup> at 2:00 p.m.**

**Agenda for the next meeting  
October 29, 2012, 2:00 p.m.**

In attendance

- |                                                   |                |
|---------------------------------------------------|----------------|
| • Sustainability Committee update: Implementation | Dwight         |
| • LEED certification for Building 600             | Paul           |
| • Report on the Green Council                     | Paul           |
| • Report on Green education: progress report      | Paul           |
| • Sustainability institute                        | Curt           |
| • Alternative Fuel grants update: Both            | Cynthia/Paul   |
| • Need for a wind turbine on campus               | Curt/Dwight    |
| • Recycle Update                                  | Sabrina/Dwight |
| • Report from the Sustainability Committee        | Sabrina        |
| • Solar project Report                            | Yulian         |
| • Next meeting date and agenda                    |                |

# Committee Operating Standards Draft Plan January 22, 2013

Solano Community College

# Improve/Promote

- Meeting Effectiveness
- Use of resources
- Transparency
- Professional dialogue
- Unity
- Broad Involvement
- Reduction of misinformation
- Decision making
  - Based on Institutional goals
  - Well informed & thoroughly vetted

# Objectives

- Reduce the number of Committees and Committee meetings
  - eliminate confusing replication of work
  - increase Institutional efficiency College-wide
  - promote collegiality
  - allow for more reasoned and carefully considered decision making
  - increase effectiveness of decision making College-wide
- Establish Board policy/Administrative procedures to be followed by all Constituent members/groups



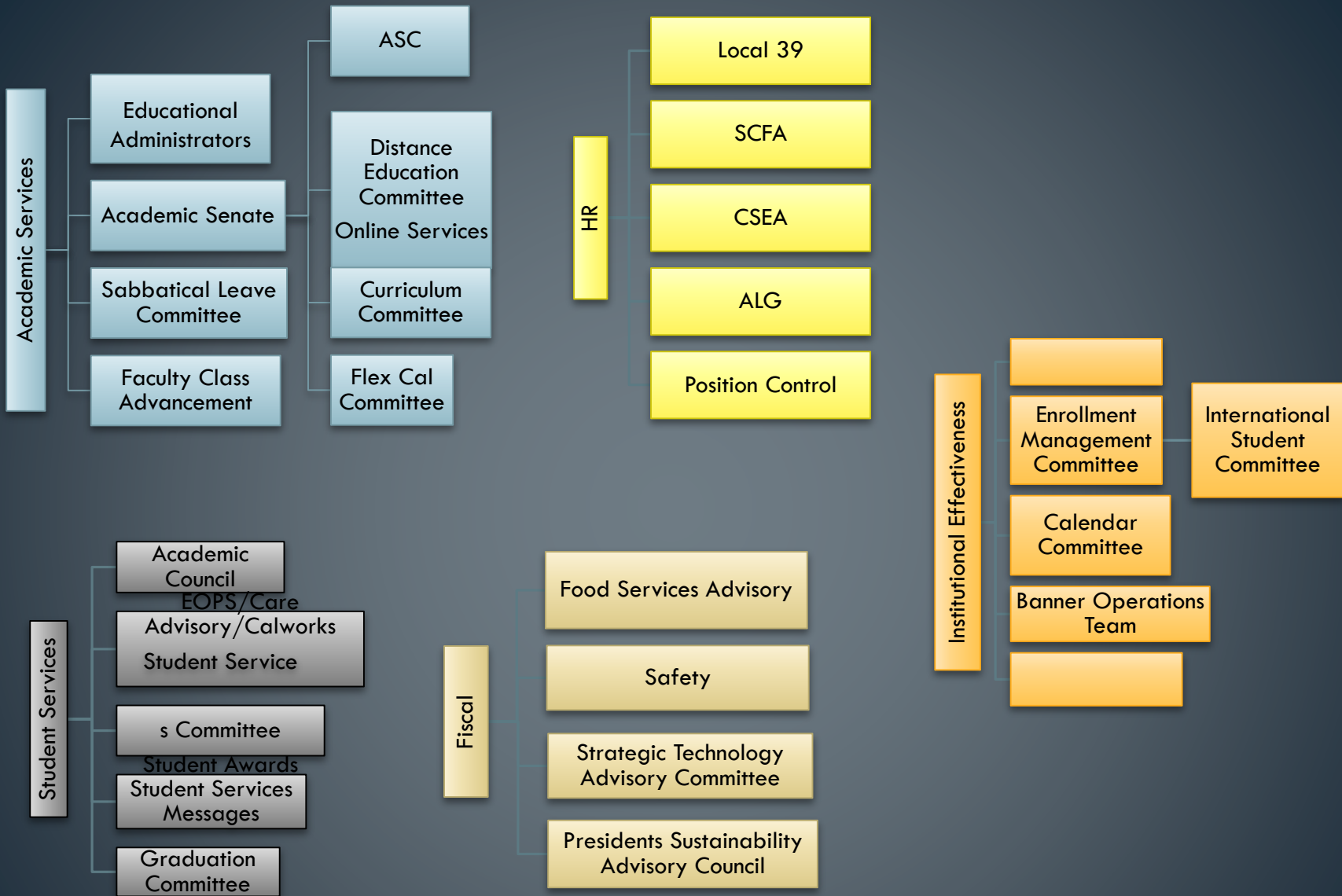
# Recommendations

## Organizational

- President's Cabinet comprised of only President and VP's
- Merge FABPAC & Shared Governance
- Merge SLO/PLO, PERT & Program Review
- Merge 4 Diversity committees into one
- ASC absorbs BSI, Umoja, Learning Communities
- Establish Standing Committee for Accreditation

## Procedural

- Standardized templates for agenda items & recommendations to president
- Establish college-wide committee organizational chart
- Establish committee & constituent group operating standards
- Establish planning database
- Annual training for meeting chairs (Flex Cal session)



## Committee Agenda Item Proposal

|             |  |
|-------------|--|
| Proposed by |  |
| Date        |  |

|          |
|----------|
| Proposal |
|          |

|                                                   |
|---------------------------------------------------|
| Rationale Including Pros and Cons (If Applicable) |
|                                                   |

## SGC Recommendation for Governing Board Approval

|             |  |
|-------------|--|
| Proposed by |  |
| Date        |  |

|                |
|----------------|
| Recommendation |
|                |

|                                              |
|----------------------------------------------|
| Other Supporting Information (If Applicable) |
|                                              |

|                             |
|-----------------------------|
| Attachments (If Applicable) |
|                             |

|             |  |
|-------------|--|
| SGC Outcome |  |
| Date        |  |

- Proposed Administrative Procedures
- **Committee Chair Responsibilities**
  - Ensure agenda items specific to committee purpose and timeframe
  - Proposals should be tied to long term planning process, clearly thought out (address in template)
  - Ensure consistent attendance of committee members
  - Establish quorum
  - Use of teleconferencing/video if needed
  - Designate note taker each meeting (laptop)
  - Establish committee etiquette (e.g. meetings begin and end on time, cell phone use is discouraged, etc.)
  - Minutes complete and available campus wide (post to SCC Web)
  - Widely publicize major decisions (e.g. SPDirect)
- **Constituent Responsibilities**
  - Holding reps accountable
  - Awareness of agenda items/ background and discussions

## Proposed Administrative Procedures Continued

- Planning Database to reflect:
  - Role of chairs, reps, constituents
  - Agendas & Minutes (email 3 business days prior; 1 week after)
  - Committee purpose
  - Committee membership
  - Frequency of meetings (monthly or bi-monthly)
  - Meeting length (1-2 hours)
- Shared Governance make recommendations to President.

# Questions:

Other Major College Committees Not Listed

1. e.g., Recognition and Retirement Committee?

2. Others?

**To: Shared Governance Council**  
**From: Jowel Laguerre, Superintendent/President**  
**Date: 19 February 2013**  
**Subj: DRAFT of merged SGC/FABPAC model**

**New name for merger of SGC and FABPAC:**  
**Participatory Governance Council (PGC)?**  
**Shared Governance Council (SGC)?**

## **1.) MEMBERSHIP:**

**Composition (representation) of New Council:**

Faculty: Academic Senate President and SCFA President

Minority Coalition: Two representatives, one from Administration, faculty, or staff.

CSEA: CSEA President and one other representative

Local 39: Two representatives

Students: ASSC President and one other representative

ALG: Two representatives

Confidential employees: One representative

**Advisory (non voting) members:**

**Vice President of Finance and Administration**

**Dean of Research, Planning, and Institutional Effectiveness**

**Vice President of Academic Affairs, Council Chair**

**TOTAL MEMBERSHIP IS 16.**

## **2.) COUNCIL PRINCIPLES:**

- a.) Solano Community College's Mission statement shall be the foundation of all decision making.



- b.) District Strategic Plan, Educational Master Plan, and Facilities Master Plan shall provide the underlying guidelines for Budget Development and Institutional Planning and priorities.
- c.) Agenda items must be specific to the Council’s purpose and “reasonable consideration,” (adequate time to review and respond to all issues) must govern the formation of decision-making.
- d.) Current revenues should finance current expenditures.
- e.) College District operating units, in consultation with unit staff, shall be responsible for planning, preparing, and administering their operational budgets.
- f.) The District’s budget development and financial planning should be viewed as a year round activity.
- g.) The District’s financial plan shall provide for contingencies and appropriate level of reserves as required by law and principles of sound fiscal management.
- h.) One-time income is to be used to fund one-time expenditures.
- i.) Restricted funds shall be used to fund continuing operating level expenditures only to the extent that such expenditures are compatible with the purposes and scope of the allocation, and there is reasonable assurance of continuity of funding.
- j.) This committee shall be charged with the responsibility of making recommendations to the Superintendent/President on matters of Shared Governance, to include financial, budget, and planning issues.
- k.) Focus of recommendations will be on using resources effectively to help students to succeed.
- l.) All decisions are advisory in nature and must comply with Ed Code and all other legal constraints. Final responsibility and accountability for shared decision-making and budgetary allocations and priorities prior to Governing Board action, if required, is vested in the Superintendent/President.
- m.) The S/P will make assurances to accept and follow the recommendations made by this committee. He/she will report back and justify changes, if needed. The ultimate responsibility for all decision-making rests with the Governing Board.

### **3.) COUNCIL RESPONSIBILITIES:**

#### **Specific responsibilities include, but are not limited to:**

- a.) Meet regularly to participate in the budget development process and disseminate information to appropriate constituent groups.
- b.) Be informed of all of the District’s revenue sources and major financial issues
- c.) Offer advice on broad fiscal and planning issues consistent with the core values, District goals, and priorities identified in the Solano Community College Strategic Plan, to include:

- Allocation Formulae
  - Budget Development model
  - District Program Improvements
  - Reallocation of Funds
  - Equipment Repair and District Matching Funds
- d.) Make recommendations for alternative uses of unrestricted revenue (revenue which is not limited as to its use or disposition by its sources, i.e., General Apportionment, which includes state income, student fees, property taxes, or undesignated gifts or endowments) by the District. Uses may include, but are not limited to:
- Health and Safety
  - District Matching Funds
  - Staffing
- e.) Grant and categorically funded projects shall be reviewed on a regular basis for their short and long-term effectiveness for the District.

### **3.) PROCEDURES:**

- a.) Robert's Rules of Order shall serve as the formal decision making guide for all Council meetings.
- b.) The VP of Finance and Administration shall serve as the Parliamentarian for the Council.
- c.) The VP of Academic Affairs will serve as the Council Chair
- d.) Members must attend all meetings on time and stay throughout the meeting. If a member misses **2** meetings (without being excused by the Chair: conflicting meetings or emergencies), he/she will be asked to resign membership and be replaced by her/his constituents. Members may send a constituent representative (designee) when unable to attend.
- e.) Quorum: A quorum shall consist of **50% plus 1 (9 members)** with at least **5 of the above 7** constituent groups represented.
- f.) The Council cannot hold a meeting in the absence of a quorum.
- g.) Each member shall have one vote and a simple majority shall determine Council decisions.
- h.) Absent a majority vote on a particular proposal, that proposal shall be forwarded to the S/P with the notation (and explanation) that majority support is lacking.
- i.) A constituency designee may have a voting function only in the absence of the officially appointed member.

j.) The Council will meet once per month (Second Wednesday of the month from 2:00 p.m. to 4:00 p.m.

k.) Meetings will begin and end on time and will not exceed 2 hours.

l.) Agendas must be published 72 [Friday preceding the Wednesday meeting] hours in advance of the Wednesday meetings and sent to all Council members.

m.) Meetings cannot be conducted without the presence of a quorum. If a quorum is not established within 10 minutes, then the Council will either disband for that day or re-establish a meeting time later during the meeting timeframe to be agreed upon, e.g., meeting will commence again at 2:30 p.m., 3:00 p.m., etc., when a quorum is present.

n.) A special meeting may be called by the Chair or at the request of no less than the number needed for quorum.

o.) A designated note taker will take minutes.

p.) Unadopted minutes will be sent to all members one week after each Council meeting for review and adopted upon at the next meeting.

q.) Adopted minutes will be posted to the College Web after each meeting.

r.) Meeting etiquette assumes that the use of cell phones and other electronic equipment will be unobtrusive and will not interfere with business.

s.) Use of teleconferencing/video technology shall be permissible, advisable and encouraged where appropriate.

**Student Equity Committee**

**August 25, 2014, 1:00 – 2:30 pm**

**MINUTES**

Present: Kamber Sta. Maria, LaNae Jaimez, Carolyn Moore, Maureen Mason-Muyco (for Robin Darcangelo); Rischa Slade, Cynthia Simon, Jose Ballesteros, Judie Burtenshaw, Karen McCord, Jocelyn Mouton, Maurice McKinnon

Excused: Peter Cammish, Annette Dambrosio (Advisory)

Absent: ASSC Rep (pending appointment), Joel Powell , Melissa Reeve, Amy Utt

- I. Call to Order: Shirley Lewis called the meeting to order at 1:05 pm.
  
- II. Consolidation of Student Success & Equity Committees
  
  
  
  
  
  
  
  
  
  
- III. Acceptance of Student Equity Plan Update Draft
  
  
  
  
  
  
  
  
  
  
- IV. Other
  
  
  
  
  
  
  
  
  
  
- V. Adjournment

**Committee on Committee Minutes:**

**August 26, 2014 (9:30 a.m. – 10:15 a.m.)**

In attendance: Peter Cammish, Dean of Research, Planning and Institutional Effectiveness, Thomas Jerry Kea, Dean Vallejo Center, Annette Dambrosio, Accreditation Coordinator, and Barbara Fountain, Associate Dean of Students, Admission, Assessment & Scheduling (present via speaker phone)

Absent: Maire Morinec, Dean, School of Applied Technology & Business and Vacaville Center

The group discussed the necessity of moving the Committee work forward; the goal is to dissolve the work of the Committee on Committees.

Dambrosio stated that she had made some amendments to the list of committees that Fountain had amended last year. She distributed copies to the group and would email to all C on C members not present. Both thought that the list needed additional updates. Fountain stated that she had several notes on updating the Committee List, but had no free time to amend the list. Dambrosio suggested that she and Fountain would get together the week of September 2 to update the list (Dambrosio could bring a laptop to complete the work). If list cannot be amended further, then C on C should at least send the list to VPs and S/P for their suggestions. Dambrosio's interest is to complete the work of C on C and get the new list posted to SCC Web so committee work would be more effective (less meetings) and committees would be public (less duplication of effort). Kea, Cammish, Fountain agreed.

Cammish suggested that he could revise the simple form for Committee Chairs asking, for example, for: Committee purpose, number of committee members, terms of office, meeting dates/times, etc. All agreed on this as C on C had originally wanted to put together such a form (brief, simple—to be updated yearly). Dambrosio stated that since SCC will soon begin the Self Study (already a Pilot project is underway), we must also begin to do simple training for Committee Chairs (Flex Cal) and we must have a simple template in place as soon as possible for minutes/agendas (Roger Clague in IT has already sent out one model that we might consider).

Cammish suggested that committees ultimately reported to S/P Cabinet (exceptions are Academic Senate subcommittees and perhaps other committees). Members had different views on this topic, but all agreed that accountability was central to all major committees and that written minutes that are posted on our SCC Web are important for internal communication. The C on C discussed whether or not smaller committees, e.g., R and R, Graduation should be on the list (consensus was that larger committees and standing committees were most important for now).

Meeting was adjourned with the understanding that Fountain/Dambrosio update committee list next week and that the work of C on C needed to conclude as soon as possible.

1. Call to Order Michael Wylly
2. Academic Senate:
  - a. Goals Updates (completion, progress and prioritization)
  - b. AB 86 Update
3. Discussion:
  - a. Distance Education, Title 5 and Curricular Processes, shared learning and off-site instruction (eg jails/prisons)
  - b. Status of SB 1391
4. HS Outreach Taskforce - appointments, charges, timeline, process
5. Concerns:
  - a. class cancellations and back-door discontinuance
6. Policies:
  - a. Prerequisite and Co-requisite Policy, Curriculum (approved by Senate on 8.25.14)
  - b. Revised PT and Emergency Hiring Policy (pending Senate approval on 9.15)
7. Coordinator Release Time and Senate Subcommittees
8. Timeline for VPAA Hiring Committee Appointments
9. Other
10. Next Meeting – Wednesday, October 22, 2014 at 8:30am, Board Room – 360 Campus Lane
11. Adjournment



**OFFICE OF THE SUPERINTENDENT-PRESIDENT  
SPDIRECT  
April 23, 2014**

Dear Colleagues:

**Looking Ahead**

Welcome back from Spring Break. We know the year is ending when the celebrations start occurring. Today, for example, is the Student Excellence Awards event. I hope that you will make every effort to come and honor your students.

The District is in negotiations with the faculty, as you all must know by now. We are entering into negotiations also with CSEA and Local 39. Our hope is to wrap up all negotiations before July 1.

I apologize to those faculty colleagues who took exception to my use of the word “several” to describe the number of faculty who came to the Board meeting to speak on April 3. There were many faculty present; as a matter of fact, the back half of the Cafeteria was filled with faculty members, and many spoke.

I reflected recently at an ALG meeting regarding how we spent the first five years of my Presidency dealing with difficult issues of budget cuts and accreditation. Since then, we have overcome both of those difficult issues. Now we must continue to examine:

- 1) Accreditation: Again, I will caution that we cannot afford to rest on our recently won laurels. You worked too hard to restore the academic integrity of your College’s good accreditation standing to slide back. We have earned a great opportunity to make serious progress in all aspects of SCC’s mission and to maintain and exceed the accreditation standards.
- 2) Money: Community College funding moves with the natural economy. When the economy is bad, the state does not have enough money to fund us, even though we have many students who want to come and advance their education. When the economy gets better, the students return to work, yet the state is telling us that if we enroll more students, we will receive more money. It would appear that we are “damned if we do and damned if we don’t.” Nevertheless, many groups at the College are working to get our enrollment where it should be.
- 3) Truth in Budgeting: Almost three years ago, I invited the Faculty Association to appoint two faculty members to look at our budget. At the time we had some projections that were felt to be too high. The late Charlene Snow (I miss her) and retired faculty Diana

Plant played that role and worked with our VP of Finance and Administration to agree on the numbers. CSEA also appointed a couple of folks to look at the budget. VP Ligioso and I made the same offer to all the units, including Local 39. We want our projections and our current funds to be well understood by everyone, and the offer to examine SCC's budget still stands.

As we look ahead for SCC, I urge all of you to keep your morale high and do not let the naysayers bring you down. Seek the truth, ask questions, and edify those who seem discouraged.

Carpe Diem! We will resolve our salary issues and keep the College on good financial footing at the same time!

### **Meeting with Sonoma State President**

Jerry Kea, Diane White, Maurice McKinnon, and I paid a visit recently to Sonoma State's President (Ruben Armiñana) and members of his cabinet. This was my fourth meeting with the President in five years. We have both been determined to build a strong partnership and intend to continue to enhance that partnership. We discussed some of the same topics we went over last year and we made a push for three new programs:

- 1) A Bachelor's Degree in nursing that could start anytime at the Fairfield Campus (to include a potential partnership with the United Heart Center where there are simulation labs).
- 2) An Education degree program to serve our area and, in particular, Travis Air Force Base.
- 3) The establishment of a Sonoma campus funded through the SCC general fund versus being funded by Extended Education in Vallejo, and, perhaps, the establishment of a more visible regional CSU presence.

We discussed opportunities to market the existing Sonoma program in Vallejo. Our meeting was very productive and we are optimistic that our partnership with Sonoma State will net substantial educational benefits.

### **Meeting with Colonel Martin**

Since TAFB Colonel Corey Martin has been here I had not had an opportunity to meet with him. I did so at the beginning of April, however. Being a representative of Travis to the Civic Leaders group with the US Air Force Chief of Staff, the Base Commander and I work closely together to represent the interests of the base. At our recent meeting, I briefed Colonel Martin on the recent conference of the Civic Leaders with the Secretary of the Air Force and the Chief of Staff, General Welsh. Since Colonel Martin and I enjoy the partnership between Travis and Solano Community College, we discussed a plan to enlarge SCC's classrooms at the Base, and exchanged ideas pertaining to a potential SCC/TAFB partnership with Sonoma State University.



### **Meeting with C.C. Yin**

Foundation Executive Director Curt Johnston and I visited Mr. Yin at his headquarters two weeks ago. We expressed our gratitude for his tremendous support of SCC's educational programs. He has given so much to our College. We also talked about the establishment of a support group for the College that would be comprised of local business leaders.

### **Spring Principals' Breakfast**

Interim Vice President White and Marketing Manager Johnson put together a most impressive conference style breakfast for the School Principals and other school personnel in our area. The Vacaville Center Multi Purpose room was abuzz for half the morning. There were a lot of faculty members from the College in attendance, including Jeff Kissinger, Jim DeKloe, Karen Cook, and others. The gathering gave College personnel and High School personnel a genuine opportunity for face-to-face interaction. It appears that all the High Schools were in attendance. I shared with them the news of our accreditation achievement and solicited their support to spread the word. I told them that we are pushing forward to take the College to a new level of excellence.

### **VCAC Interview**

Last week I was interviewed by the Vallejo Community Access Chanel. Hostess Maria Bitagon asked me to identify accomplishments being made at the College over the past few years. We went over what is happening with Measure Q and spent a fair amount of time discussing the Vallejo Center.

### **Toast Master at the California MWMW**

Last week I was privileged to be the Toastmaster for the Annual Conference of the California Ministers' Wives and Ministers' Widows (MWMW). This is a group of women from throughout the state; our own Patricia Young, Coordinator of our Placement Office, is a member. She received the Women of the Year award that night.

### **Presentation to Leadership Vallejo**

Leigh Sata and I had the opportunity this past Friday to address the Leadership Vallejo class. Leadership Vallejo is a program that takes aspiring leaders in the area and walks them through various leadership development activities. They are exposed to activities in politics, education, finance, etc. I explained the whole concept of the community college and Leigh shared with them the Bonds program at the College.

### **Winters High School Career Fair**

Several faculty and staff members from SCC participated in the daylong Career Fair at Winters High School this past week. The SCC presence was quite impressive and the volunteers were very diverse, including, for example, faculty members Jim DeKloe and Christina Young, M.D. Several career technical education experts were also on hand, including adjunct counselor Rebecca Lacount. Trustee Martin was present, as was IVP White and several others who attended throughout the day. An impressive part of the event for me was the collaboration among entities in Winters, including the Mayor and the Chamber, to serve the students in the area. My gratitude goes to Shemila Johnson and all others who made this day a success.

**Links Twentieth Anniversary**

Congratulations to SCC Governing Board Vice President, A. Marie Young, for her successful presidency of the Links, an association of professional women in the community. She presided during the Links twentieth anniversary in the area. The anniversary event was celebrated two weeks ago at the Hilton Garden Inn. Trustee Thurston was also in attendance.

**Addressing Vallejo Rotary Noon Club**

Leigh Sata and I presented the College Measure Q project to the Vallejo Rotary Noon club. We specifically highlighted what is happening in Vallejo. The presentation was well received and Honda Car Dealer Avery Green spoke highly of the work we are doing in automotive education and what we are doing in general in the community.

**Solano Took First Place**

News came last week that Solano Community College won first place in the state awards for best advertising in education with a television spot designed by Marketing and Outreach Manager, Shemila Johnson. Congratulations to Shemila and the students who participated in that effort.

**Encourage Students to Enroll in Summer and Fall Classes**

Interim Vice President White reminds us that priority registration for summer and fall courses is in motion. As part of our summer outreach efforts to encourage continuing students to enroll in summer courses, you will notice posters in classrooms on all three campuses. In addition, banners were placed at the two entrances of campus, as well as within the campus. Student ambassadors will also be present at tables throughout various campus locations. All of us need to help with this effort to encourage our students to register for summer and fall classes. Thanks to George Olgin and Shemila Johnson for helping put this ‘In-reach’ campaign together for us.

**Wood and Wishes for the SCC Kiln**

As we prepare for our first firing of the new kiln, Professor Lancet has invited all members of the Solano College community to contribute wood to burn during the first firing. The wood you contribute will become the ash that adorns the surfaces of the students’ artwork making this truly a community firing. Lancet suggests that you write a wish on a piece of paper and tie it on to a piece of wood. He assures us that the wishes will come true! Only natural wood will be accepted and the firing is slated to start April 28<sup>th</sup> or 29<sup>th</sup>. Please drop your wood donation in the sculpture ceramics yard behind room 1311 in building 1300. All are invited to visit during the 3 day firing. Contact [marc.lancet@solano.edu](mailto:marc.lancet@solano.edu)

Shared Governance Council Meets Today (agenda below)

|    |                                                                |                  |           |
|----|----------------------------------------------------------------|------------------|-----------|
| 1. | Call to Order<br>(a) Approval of Agenda<br>(b) PUBLIC COMMENTS | Action<br>Action | 2:00 p.m. |
|----|----------------------------------------------------------------|------------------|-----------|

|    |                      |             |           |
|----|----------------------|-------------|-----------|
| 2. | Budget<br>Y. Ligioso | Information |           |
| 3. | Adjournment          | Action      | 4:00 p.m. |

Jowel C. Laguerre, Ph.D.  
Superintendent-President

“Passover and Easter are the only Jewish and Christian holidays that move in sync, like the ice skating pairs we saw during the winter Olympics.” -- Marvin Olasky

| <b>Attendees</b>  |                  |                  |
|-------------------|------------------|------------------|
| Kimo Calilan      | Leslie Fay       | Maurice McKinnon |
| Dwight Calloway   | Barbara Fountain | Maire Morinec    |
| Peter Cammish     | Neil Glines      | Scott Paulin     |
| Sal Codina        | Myron Hord       | Chuck Rieger     |
| Nona Cohen-Bowman | Jerry Kea        | Leigh Sata       |
| Laura Convento    | Jowel Laguerre   | Christie Speck   |
| Annette Dambrosio | Shirley Lewis    | Thom Watkins     |
| Robin Darcangelo  | Yulian Ligioso   | Diane White      |
| Chuck Eason       | Mayra Loza       | Judy Yu          |

**Agenda Item #1:** Welcome and Introductions – Dr. Laguerre

**Discussion:** Dr. Laguerre began the meeting at 10:10 a.m. He reported on the Principal’s Breakfast earlier that morning with the faculty from the local High schools. He discussed the past accreditation issues and budget cuts, and that Solano is in a better position now with accreditation. We have the opportunity for the Institution to reach higher levels. He asked the group, “How can I help?”, and he answered that we should attend to our own area and think about how we can make it better for others. Dr. Laguerre announced that SCC received an award in Marketing. Shemila Johnson submitted the TV Commercial and it won first place. He emphasized that we need to continue this momentum. With Measure Q moving forward and being on the good side of accreditation, we have a lot of good things going for us.

Dr. Laguerre reported at the last Board meeting many faculty members complained about salaries and how we were ranked 69 out of 72. He mentioned that Solano is committed to look at the salaries at the Institution as a whole. He expressed that we are not a Basic A college like Newport Beach or College of Marin, and we cannot outspend what we have and give raises we cannot afford.

He asked ALG to do the best we can to help uplift morale. He mentioned that classified staff, faculty, and administrators are all talking bad about each other. We need to set the best example and not badmouth each other. He quoted Robin Darcangelo, “Everybody sucks a little bit.”

ALG needs to be at a much higher level and take the high road.

**Agenda Item #2:** Accreditation – Dambrosio/White

**Discussion:** Dr. Annette Dambrosio, Accreditation Coordinator, reported on the accreditation activities and what we could do to help with the process, for example, educating faculty and staff and documenting what we do. The College is off sanctions. The Mid-term report is due in October, which will require a lot of documentation. The next visit will be a Self-study in 2016-2017. V.P. Ligioso is helping with the Standards. A Substantive Change report was submitted to the ACCJC. Dr. Dambrosio recognized Laura Convento for her help with the report. Dr. Dambrosio also commented on the use of shared drives and the difficulty of finding documents. I/VP Diane White commented that we need to streamline our archives/documentation. A good example is the committees tab, where the agenda and minutes are located. The information must be accessible, but it is difficult to find things on our Web

site. Ms. White added that we can benefit from Robert's Rules of Order training, to help standardize things and keep good archives.

**Action:** None.

**Agenda Item #3:** SP Direct (Buy-in by ALG) – Laguerre/All

**Discussion:** Dr. Laguerre proposed that in order to better manage the school e-mail system, we utilize the SP Direct instead of \$ALL for announcements. SP Direct will help people pay attention. Dr. Laguerre asked that announcements be sent to Dr. Laguerre with a copy to Dr. Dambrosio by noon on Monday for Wednesday distribution. Dr. Dambrosio asked that "SPD" be included on the subject line. Dr. Laguerre added this information is repeated in the SP Gram, which is sent to Board Members.

**Action:** None.

**Agenda Item #4:** Per Diem – Expense Reimbursement Policy – Judy Yu

**Discussion:** Fiscal Services prepared a draft Travel and Expense Policy. They reviewed current practices and expense policies of neighboring colleges to help create a standard policy for Solano. Judy Yu discussed the highlights of the policy and asked ALG to review. The intent was to have the policy in place by July 1 of this year. Some comments were that some tips would be hard to get a receipt for (ex. bell hop or sky porter), the per diem rates seemed a little high, and incorporating the policy into the bargaining agreements probably will not happen by July 1 if they are not open for negotiation. A few suggestions were to get an airline card that accrues travel miles, include language for separate receipts, and distinguish student and employee rates (student per diem rates may be different).

**Action:** Review draft and provide feedback to Patrick Killingsworth.

**Agenda Item #5:** PERT Remodel – Peter Cammish

**Discussion:** Peter Cammish presented the Planning Committee Structures to the group. The old Planning Committee was really diverse and lost its way. This new structure will have three distinct review teams, Process Evaluation and Review team, Budget Planning group, and non-Academic Program Review evaluation that will feed into the SCC Institutional Planning Group. The membership of the teams was discussed. Questions were raised in the areas of Accreditation and Bond, and how it will feed into Institutional Planning. I/VP Diane White suggested that departments conduct a program review and feed into Institutional Planning. Yulian Ligioso suggested making program reviews an annual process; rating/ranking the programs by the needs, staffing and space, to help with Planning and Resource allocation. V.P. Ligioso also discussed long-range planning (3-5 years out) and short-range (3-18 months) in areas of faculty prioritization/staff/equipment/program growth, and possible negotiations implications. Dean Cammish hopes to start kick-off of committees before summer.

**Action:** Send back written feedback.

**Agenda Item #6:** The Pause – All

**Discussion:** Dr. Laguerre asked the group if they had any feedback and to let Judy Spencer know if it worked out. Thom Watkins commented that he liked it and did not feel guilty for not attending meetings. The next Pause is proposed in October. Dr. Dambrosio requested that the Pause be scheduled after October 15 (the Accreditation Mid-term report due date).

**Action:** Provide comments to Judy Spencer.

**Agenda Item #7:** New Facilities Work Order Request System Update – Calloway

**Discussion:** Dwight Calloway discussed the work order ticketing system, state reporting of data to the Chancellor’s Office and FUSION (Facilities Utilization, Space Inventory Options Net) database. This database collects huge amounts of data. Director Calloway commented that Solano will be using ONUMA and is the first school to use it. ONUMA feeds into FUSION. Through ONUMA you can check the status of work orders submitted, track various maintenance activities, provide data to government, and use as documentation when requesting state funding. Roll-out to begin by the start of new Fiscal Year.

**Action:** None.

**Agenda Item #8:** How are we using Values and Operating Principles in our Respective Departments? – All (Laskowski) - Postponed

**Agenda Item #9:** DISC – Postponed

**Agenda Item #10:** Other

**Discussion: Challenges with Power Outage?** The cause was a grid outage with PG&E. Leigh Sata, Diane White and Judy Spencer were instrumental in handling the communication efforts. Communication was a major challenge. Dwight Calloway asked if the bat phones were not going to be used, to provide an alternate contact number. Chief Paulin asked the group to provide a phone number they would like to be contacted on. Other comments were not being able to reach the Campus Police. Shirley Lewis commended Campus Police for their efforts with assisting disabled students that were on the 2<sup>nd</sup> floor.

**Action:** Revisit Emergency Contact Plan and Update Phone tree.

**Agenda Item #11:** Announcements

The Board Dinner with ALG and Educational Foundation is scheduled on June 4, 5:30 p.m. in the Faculty/Staff Lounge. Please RSVP with Judy Spencer or Phyllis Braaksma by May 27<sup>th</sup>.

Also, the Second Leadership Academy (Fisher) will be held on June 2, 3, and 4, 2014. (Invitation only)

Meeting adjourned at 11:33 a.m.

**Next Meeting:** Thursday, May 8, 2014

- 10:00 – 11:30 a.m. – Campus Lane Board Room

**Notes Prepared By:** Laura Convento, Interim Business Operations Coordinator



**SOLANO COMMUNITY COLLEGE  
ADMINISTRATIVE LEADERSHIP GROUP (ALG)  
RETREAT**

## N O T E S

**Thursday, June 28, 2012  
8:30 a.m. – 5:00 p.m.**

**Solano County Office Building  
Multi-Purpose Rooms 1600/1610 (First Floor)**

675 Texas Street  
Fairfield, CA 94533  
Phone: 707-784-7903

**Present:**

|                             |                              |                       |
|-----------------------------|------------------------------|-----------------------|
| <b>Charo Albarran</b>       | <b>Mostafa Ghous</b>         | <b>Yulian Ligioso</b> |
| <b>James “Kimo” Calilan</b> | <b>Zandra Gilley</b>         | <b>Deborah Mann</b>   |
| <b>Shanna Ballard</b>       | <b>Shemila Johnson</b>       | <b>Renee Moore</b>    |
| <b>Peter Cammish</b>        | <b>Thomas “Jerry” Kea</b>    | <b>Maire Morinec</b>  |
| <b>Robin Darcangelo</b>     | <b>Patrick Killingsworth</b> | <b>Arturo Reyes</b>   |
| <b>Steve Dawson</b>         | <b>Jowel Laguerre</b>        | <b>Christie Speck</b> |
| <b>Charles Eason</b>        | <b>Janet Leary</b>           | <b>Judy Spencer</b>   |
| <b>Lily Espinoza</b>        | <b>Jeff Lehfeldt</b>         | <b>Erin Vines</b>     |
| <b>Barbara Fountain</b>     | <b>Shirley Lewis</b>         | <b>Judy Yu</b>        |

**Excused:** Jeff Lamb, Donna Laroski, and Charlene Snow

**Guests:** Jocelyn Mouton and Vice President Chapman

A continental breakfast was enjoyed by those present.

Ms. Jocelyn Mouton, Counselor, conducted an ice breaker for the group. The opportunity was a huge success.

**Strategic Goals and Objectives**

Peter Cammish, Director, Research and Planning

Mr. Cammish provided the members with an outcome summary. Each manager reviewed with the group their major accomplishments and targets missed.

**“March of Folly”**

Jowel Laguerre, Ph.D., Superintendent-President

- Negotiations for 2012
- Dealing with Contract Issues
- Legal Fees
- Sharing Thoughts
- Servant Leadership

Dr. Laguerre shared the concept of “March of Folly” by Margaret Tuckman Band and provided a PowerPoint presentation. Folly denotes self-interests; i.e., SCC’s folly was the pursuit of policy

contrary to self-interest, which was perceived to be counter-productive in its own time. A feasible course of action must have been available. An example of our integrity was contract negotiations with SCTA and the promise of the faculty to give up the expensive health care for a minimal wage increase. Dr. Laguerre asked the managers how is their morale...are they leading or following. Morale denotes leadership and the mood of our environment.

Dr. Laguerre updated the managers on negotiations with SCFA; CSEA will be revisited in November; Local 39 is completed and ratified. A goal is to reduce legal fees in 2012-2013. Dr. Laguerre thanked the managers for what they do.

Administrative Associate

Jowel Laguerre, Ph.D., Superintendent-President

This is an opportunity for faculty and staff to shadow on another and to get hands on experience in an administrative position. It is not just watching, but doing, having a virtual experience for staff and faculty who have interest. The function could be to orientate new hires to the campus, a kind of “grow our own” experience. Shasta College is currently being successful in this endeavor.

Professional Development for Deans (Chair Academy)

Dean Lily Espinoza, School of Human Performance and Development  
and Dean Máire Morinec, School of Career Technical Education and Business

This academy identifies strengths and weaknesses in individuals and is an opportunity for managers to interact with colleagues across the nation. Deans Lily Espinoza and Máire Morinec are going to Lincoln, Nebraska in September.

Human Resources Challenges

Jowel Laguerre, Ph.D., Superintendent-President  
and Charo Albarran, Interim Director, Human Resources

Two of the Human Resource Staff were reclassified in June to HR Generalists because of their performing higher skill sets, which include in part CalPERs, Workers’ Compensation, MIS reporting, etc. The District is looking to fill the Director’s position soon and is hoping to generate a better pool of candidates

Administrative Adjustments

Jowel Laguerre, Ph.D., Superintendent-President

The Board took action to terminate their relationship with the SCTA (Solano College Theater Association). The District will now be spending \$150K vs. \$750K. New faculty will be hired and different job duties distributed among other sectors of the College. There will be a focus on the performing arts with disciplines in music, dance, and speech. The Office of Community Services will do the scheduling and Local 39 will manage the theater properties.

A reclassification of the Director of Workforce and Economic Development will go to the Board for approval in July.

Challenges for Next Year (Debriefing on the Year and Commitment)

All

POSTPONED



### Group of 13 and the Rest of ALG (Linda Laskowski)

Jowel Laguerre, Ph.D., Superintendent-President

As a group, we have not had the opportunity to discuss our values and rules of engagement as a team. Ms. Linda Laskowski, a facilitator for team building, will conduct an upper-level management retreat. The respective managers have been interviewed and discussions will ensue from this information. A larger group will be engaged at a future date for this training. The Retreat is scheduled July 2<sup>nd</sup> from 8 a.m.-12:00 noon, at the SCOE offices. It is expected this will be the beginning of establishing a great foundation for our team.

### Strategic Plan 2013

Peter Cammish, Director, Research and Planning

Mr. Cammish gave an overview of the strategic goals and objectives and core competencies. Items missing were identified. This is a work in progress. The focus needs to be how and why we can improve our departments and accomplish our goals. Mr. Cammish distributed a sample of developing and managing resources to support institutional effectiveness. The goal is to collect data in new ways—offering training and getting feedback in development of the new plan for 2013. There was agreement a new instrument is needed to bring project needs and goals into a simpler format. Mr. Cammish will contact specific individuals for input in incorporating suggestions made by the group and to possibly provide feedback at Flex Cal in August.

## **WORKING LUNCH**

### Budgets for All Departments (Timeline and Availability)

Yulian Ligioso, Vice President, Finance and Administration

#### *Tentative Budget 2012-2013*

VP Ligioso reported that the District renewed our temporary funds with the County. He presented the institutional perspective budget (tentative budget 2012-2013 presented to Board members June 20), which is available online. The final budget will be approved September 5. Patrick Killingsworth, Interim Director, Fiscal Services, discussed the tentative budget 2012-2013 in detail with ALG, totaling \$44.2 million. July 9 is the scheduled day for all budgets to be available for review online. Managers were asked to review their allocations.

Dr. Laguerre reported that we are using a consultant from the League to ask for federal green funds, which if they come our way could amount to \$5-6M.

### Accreditation

- SLOs – Arturo Reyes, Executive Vice President, Academic and Student Affairs
- SAOs – Peter Cammish, Director, Research and Planning
- Response Team Report – Shirley Lewis, J.D., Dean, Vacaville
- Substantive Reports – Jerry Kea, Ph.D., Dean, Vallejo and Shirley Lewis, J.D., Dean, Vacaville

The Team gave the same PowerPoint presentation shared with the Board last spring on the status of accreditation.

Review the new Mission Statement with ALG at the next scheduled meeting.

Grade Submission Issues

Barbara Fountain, Director, Admissions and Records  
and Robin Darcangelo, Director, Financial Aid

Directors Fountain and Darcangelo distributed for information on grade submission issues, with rationale for timeliness from A&R and Financial Aid. Approximately 1700 grades were not submitted on time. Suggestions for correction were shared with the group.

Budget Planning

Peter Cammish, Director, Research and Planning

Mr. Cammish distributed the 39-point strategy proposals received. A summary will be provided before going to FaBPAC and Shared Governance Council. Cabinet will review before going to Board for approval.

Position Allocation

Peter Cammish, Director, Research and Planning

Positions will be re-evaluated at November election.

Board Meeting Retirement Recognitions

All

The Office of Human Resources developing process to follow.

Adjournment

4:20 p.m.

**From:** [Shirley Lewis](#)  
**To:** [ALG](#)  
**Subject:** Customer Service Training - May 30 2 pm  
**Date:** Tuesday, May 27, 2014 11:51:51 AM

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Hello,

A friendly reminder that the District is providing Customer Service Training to our front line staff on Friday from 2-3 pm, back half of the Cafeteria. You are encouraged to take advantage of this training and to let me know, if you have not done so already, who you will be sending from your office for training.

Thanks,  
Shirley

*Shirley V. Lewis, J.D.*

Dean of Student Services  
Chief Student Services Officer  
Solano Community College  
4000 Suisun Valley Road, Room 433-A  
Fairfield, CA 94534  
[shirley.lewis@solano.edu](mailto:shirley.lewis@solano.edu)  
Tel. (707) 864-7159



**Solano Community College  
Leadership Academy  
June 2-4, 2014**

*Rancho Solano Club House*  
3250 Rancho Solano Parkway  
Fairfield, California

**DAY ONE**

**Monday, June 2, 2014**

8:00 a.m. - 8:30 a.m. *President's Welcome and Academy Purpose* - Dr. Jowel Laguerre

8:30 a.m. - 9:00 a.m. *Academy Overview and Getting Better Acquainted* - Dr. Pam Fisher

9:00 a.m. - 10:00 a.m. *Defining Leadership: The AACCC Leadership Competencies* - Dr. Pam Fisher

***10:00 a.m. - 10:15 a.m. Break***

10:15 a.m. - Noon *Communication Styles: A Personal Assessment* - Dr. Pam Fisher

***Noon - 1:00 p.m. Group Lunch***

1:00 p.m. - 2:30 p.m. *Leadership at All Levels: What Does it Take?* - Dr. Helen Benjamin,  
Chancellor, Contra Costa Community College District

***2:30 p.m. - 2:45 p.m. Break***

2:45 p.m. - 4:15 p.m. *California's Community Colleges: A State and National Perspective* -  
Mr. Scott Lay, President, California Community College League

4:15 p.m. - 4:30 p.m. Debrief



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**DAY TWO**

**Tuesday, June 3, 2014**

- |                                |                                                                                                                                                                                                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:00 a.m. - 10:00 a.m.         | <i>Understanding Community College Finance and Budget Development – Ms. Teresa Scott, Executive Vice Chancellor, Yosemite Community College District (Note: The SLA Class of 2013 will join this session.)</i> |
| <b>10:00 a.m. – 10:30 a.m.</b> | <b>Break</b>                                                                                                                                                                                                   |
| 10:30 a.m. – 11:30 a.m.        | <i>Continuation: Community College Finance and Budget Development</i>                                                                                                                                          |
| 11:30 a.m. – Noon              | <i>Solano College Budget - Mr. Yulian Ligioso, Vice President of Finance and Administration, Solano Community College</i>                                                                                      |
| <b>Noon - 1:00 p.m.</b>        | <b>Group Lunch</b>                                                                                                                                                                                             |
| 1:00 p.m. - 2:15 p.m.          | <i>Institutional Success at Solano College – Dr. Jowel Laguerre</i>                                                                                                                                            |
| <b>2:15 p.m. – 2:30 p.m.</b>   | <b>Break</b>                                                                                                                                                                                                   |
| 2:30 p.m. - 4:00 p.m.          | <i>The New Vice President's First Day: Priorities and Politics – Dr. Pam Fisher</i>                                                                                                                            |
| 4:00 p.m. – 4:30 p.m.          | Debrief and Planning for Closing Ceremony                                                                                                                                                                      |



**Solano Community College  
Leadership Academy  
June 2-4, 2014**

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Fairfield, California

**DAY THREE**

**Wednesday, June 4, 2014**

8:00 a.m. - 9:30 a.m.      *College and Community Collaboration* – Dr. Jowel Laguerre and  
Community Leaders:

\* City of **Vacaville** \* City of **Vallejo** \* City of **Winters**

**9:30 a.m. - 9:55 a.m.**      **Break**

9:45 a.m. - 11:00 a.m.      *The Leaders Role in Promoting Inclusion* - Dr. Andrew Jones,  
Chancellor, Coast Community College District

**11:00 a.m. - 11:15 a.m.**      **Break**

11:15 a.m. - 12:00 p.m.      *Your Professional Development Plan* - Dr. Pam Fisher

**12:00 p.m. - 1:00 p.m.**      **Group Lunch with Board of Trustees**

1:00 p.m. - 2:00 p.m.      *The Academy Speaks* – The Participants

2:00 p.m. – 3:00 p.m.      *Closing Ceremony and Celebration*

SOLANO COMMUNITY COLLEGE

LEADERSHIP ACADEMY

June 2, 3, and 4, 2014

EVALUATION

TOTALS

(Please rate this year's presenters and their presentations on a 1-5 basis with 5 being excellent)

**1. Academy Overview and Getting Better Acquainted – Dr. Pam Fisher**

Total\_1's 1 Total\_2's \_\_\_\_\_ Total\_3's \_\_\_\_\_ Total\_4's 8 Total\_5's 21

“Awesome revolving setup (names) & exercise to break ice”

“Good but I would change out the what is unique about your name, etc., & introduce w/ a professional goal”

“Networking”

“Great foundation, effective & efficient”

“Total waste of time but maybe that's my D talking”

“Very insightful on all issues”

“This was a great exercise to have everyone introduce themselves. Some people I know by name but never interact. I would like it if they added something personal to our intro to help us remember each other.”

“Fun & engaging initial intros, more interactions with the whole table would have been nice, but limitations to time constraints we understand”

“The ice breaker was good. Spending time getting to know one another was informative & fun.”

“This leadership experience was excellent & provided an opportunity for interested employees to see the other side of management & leadership”

“Dr. Fisher shared a wealth of experience & insight & kept the proceedings light & entertaining while still valuable & applicable”

“Feel valued to have tools invested in us”

“Good facilitation”

“Personality evaluation, good to know you own strengths & weaknesses, others & best way to interact”

“I enjoyed this session very much, I learned a lot about myself & others. I gained an awareness of how to approach different types of personalities.”

“Great speaker & intro”

“Pam you’re the best!”

“I like that there was a broad spectrum of employees participating in this academy”

“Giving the overview helped to create an environment safe for speaking up in discussions. Even though I have no problem speaking up it’s nice to know discussion was encouraged”

“I love the energy, the relaxing, calm manner that was used to get started. I immediately felt comfortable”

“Great opening session to get focused, good way to get to know each other”

## **2. Defining Leadership: The AACC Leadership Competencies – Dr. Pam Fisher**

Total\_1's \_\_\_\_\_ Total\_2's \_\_\_\_\_ Total\_3's **1** Total\_4's **5** Total\_5's **24**

“Very informative, detailed analyses to determine where I fit & where I need or want to fit”

“Excellent, you kept my attention & the competencies once again forced me to truly think about assuming new leadership positions”

“Impressed by Pam & the material she presented”

“Very informative!”

“Pam is great!”

“This exercise was good to reflect where we are located on the leadership spectrum. However I felt we should discuss it further & talk strategies for development”

“Good & worth repeating”

“The definition section was effective”



“This session provided me with clear comparison from emerging leaders to CEO positions. I believe I fit into the middle category”

“Good!”

“Good info”

“Very good”

“Great information”

“This was a great piece of information on what an organization wants out of a leader, what qualities they are looking for”

“Lots of good & useful info”

“Great reference tool”

### **3. Communication Styles: A Personal Assessment – Dr. Pam Fisher**

Total\_1's \_\_\_\_\_ Total\_2's \_\_\_\_\_ Total\_3's **1** \_\_\_\_\_ Total\_4's **2** \_\_\_\_\_ Total\_5's **27** \_\_\_\_\_

“Wow I learned so much about myself & others that I work with. Gave me concrete areas for improvement. Gave me insight into why some personality conflicts occur”

“Loved the exercise & how you pulled it all together”

“The disc activity was tremendous fun. It is a great leadership tool to use & also for team building”

“This was a great tool for framing the personality & leadership styles of others & how to work with others. Some parts were a bit stereotypic”

“The communication experience enlightened me to really identify the differences in the disc leaders. It was an enlightening experience”

“I did this in Jan so it was interesting to see that I changed”

“Awesome, this is the second time I do the assessment & it was great. I believe this is something we can bring back to our staff & coworkers”

“Was useful indefinitely in my relationships with my boss”

“The whole college should do this so that we can work together with an understanding of each other”

“Really liked the Disc process, great activity & revelations”

“What insight!”

“Enjoyed this process”

“Very informative, new assessment for me”

“Very valuable!”

“Going thru the process allowed us to bond as a group & get to know one another”

“Always interesting, my only concerns has to do with the obvious stereotype of owning the label & perhaps using the label to behave in a certain fashion (but you know that)”

“Awesome insight to self & others possibly situational depending upon current position or stage in life/career, could be flexible across styles in some areas”

“Reinforced some things I already recognized in myself & taught me a couple of new ones”

“Still thinking about how to apply this information & the pertinence of it, definitely thought provoking but perhaps applicable in different ways than I already thought”

“I take these with a grain of salt but a useful reminder of the values of different styles & why we have the experiences we have in groups”

“I always question the reliability /validity of such tests (as social scientists) but that skepticism fits my type & it’s a good reminder that others are not wrong but we have different communication styles”

“I appreciate the disk exercise, a great tool to let us know our personality type. I began to consider relationships I currently have with co-workers & how to view them differently”

“Effective way it promoted self-understanding & group understandings. I suggest a group workshop/retreat with a mix of types which are more intentionally assembled”

“Great session, fun & a way to view leadership roles”

#### 4. **Leadership at All Levels: What does it Take? - Dr. Helen Benjamin**

Total\_1's \_\_\_\_\_ Total\_2's \_\_\_\_\_ Total\_3's **5** \_\_\_\_\_ Total\_4's **5** \_\_\_\_\_ Total\_5's **20** \_\_\_\_\_

“Interesting perspective, great tidbits of advice”

“Dynamic speaker, good stories”

“Helen kept it real, I could really identify with her & her story of moving upward”

“Dr. Benjamin was phenomenal! Learned so much!”

“Excellent speaker & model of leadership, had great advice to potential leaders”

“Dr. Benjamin’s journey was very informative, we all have different pathways in life, her insight was key & the people that were put in her life were very influential”

“Her stories & experience was helpful”

“Dr. Benjamin was a great speaker that provided insight that I seldom have access to. I enjoyed that she touched on many issues including race, moving & not feeling that her workplace was for her when first arriving”

“Impressive story & styles to live by”

“Impressed with experiences & perspective”

“Very inspiring”

“Great presenter, simply inspirational”

“Very inspiring”

“I liked her but she seemed somewhat tired & unfocused, she should prepare a speech for the future”

“Awesome opportunity to hear personal story & candid insights”

“Amen, her journey was interesting; she clearly has a commitment to students & community colleges”

“I loved her stories & getting to know her from observations, it was a little hard to glean any overall points & a central theme but that may not have been the point”

“She was lovely but I wish she had prepared for a presentation vs. just storytelling”

“Interesting story but not much meat”

“Enjoyed info about how her career evolved, gave us honest & direct info on how to succeed”

“I enjoyed the biographical narrative but frankly would have appreciated a more candid discussion of its applications and measures”

“Very enjoyable presentation”

“Enjoyed talk & discussion, want to have that discussion Dr. Heelen mentioned, been thinking about this since she brought it up”

**5. California’s Community Colleges: A State and National Perspective – Mr. Scott Lay**

Total\_1’s \_\_\_\_\_ Total\_2’s \_\_\_\_\_ Total\_3’s **2** Total\_4’s **9** Total\_5’s **19**

“Very interesting & provided insight on national issues”

“Wow that guy can talk! He also is a wealth of information”

“Very necessary to get a complete view of the state & our place in it”

“Must have big picture knowledge”

“Well delivered & informative”

“Scott had a lot of information to digest but it was helpful & I wished I had heard all that history at staff orientation”

“Excellent!”

“Informative”

“History about the budget & the insight was useful”

“I wish Scott had more time he had lots of great info”

“Great back round from Scott Lay that put into perspective what is coming regarding the budget”

“Loved his energy”

“Awesome in all regards!”

“Very informative”

“Loved Mr. Lay’s passion & ability to communicate complex topics”

“Always great to hear Scott, he always has great passion for students”

“Very good I liked his historical approach”

“Appreciated the big picture of the state & community college research & advocacy”

“Very informative”

“Good information but it was too much for me, I think it would have been more helpful o those who already familiar with parts of it. Late afternoon may have not have been the best for this fatigue wise.”

“Good info, slides were irritating as repeats & out of order”

“Enjoyed information from policy perspective”

“Excellent, The emphasis on current state of affairs would be even better”

“Always great to hear what Scott has to say”

#### **6. Understanding Community College Finance and Budget Development – Ms. Teresa Scott**

Total\_1's \_\_\_\_\_ Total\_2's \_\_\_\_\_ Total\_3's \_\_\_\_\_ Total\_4's **6** Total\_5's **24**

“Everyone needs to know this’

“Great stuff!”

“Very informative & helpful”

“The booklet we got will go with me to every meeting, forever!”

“Enjoyed her perspective”

“Theresa presentation was also full of history that could serve some new employees at orientation”

“Great history lesson on CCC’S, very valuable”

“Very informative, booklet a great reference, added perspective & caused me to think about finance in a different light”

“Ms. Scott’s presentation & handout was helpful & will be beneficial”

“The best hands down, she needs to speak for the entire campus”

“Awesome, allowed me to see the true interworking’s of budget& frame that will provide perspective when working divisions on campus”

“Provided an eye opener as to how things reflect what happens at the state level to our level’

“Really informative & impactful”

“Excellent, (keep her) clear, polished, professional”

“Appreciated the opportunity to co-present with my former boss & friend”

“Extremely excellent, insightful, drilling down big picture to local focus in comparative district, great lead into Solano county budget talk”

“The topic itself was frightening. Ms. Scott & Mr. Ligioso made it easier to understand. Simplistic & clear.”

“Theresa did a good job at breaking things down to understandable levels, although I didn’t get all of it. If the goal was to help us realize the difficulty & unpredictability of the budget then that was certainly accomplished.”

“Good info, thankful for the booklet”

‘Great overview of budget & finance, needed more time’

‘Good overview’

“This was my favorite session, great info”

## 7. Solano College Budget – Mr. Yulian Ligioso

Total\_1's \_\_\_\_\_ Total\_2's \_\_\_\_\_ Total\_3's **3** Total\_4's **8** Total\_5's **17**

“Loved the handwritten diagram”

“Great to get insight to our own budget”

“Projection instead of charts”

“Brief but effective”

“Found it very interesting to note that Yulian’s figures on revenue did not match what the report said we received. It creates an atmosphere of distrust. Also there was no mention of the repayment of deferred apportionment what the district should receive in July.”

“Everyone needs to know this too but of #6 as context’

“Budget info is always necessary”

“Followed very well’

“Yulian is a funny guy! I’ll also remember our orange tie conversation. And yes, everyone should have an understanding of their organizations budget.”

“Very informative”

“Good, it would have been interesting to share the reserve % and how if that number was lower and more in line with other colleges would impact the 88% of expenses on salaries.”

“He has a sense of humor, the diagram on how we need to work together to achieve our challenging year with growth at our college will be important”

“He did a nice job breaking down a complex topic. Despite what the pres says, he’s funny”

“Yulian makes jokes, who knew? Like the drawing, easy to understand”

“He did an excellent job making SCC’s financial picture very understandable”

“Good yet brief, appreciated chart & discussions”

“Thank you!”

“Brief but helpful, Yulian was not as well organized as Theresa but it was enlightening”

“”Good info too short”

“Would still like more time to discuss budget as it relates to everyday SCC positions’

“Ok, I find the description of the SG process necessary & helpful but felt the lack of specifics hurt the presentation”

“Also very good session, Yulian is way funny! It was interesting to apply what we learned from the earlier session to this institution”

## 8. Institutional Success at Solano College – Dr. Jowel Laguerre

Total\_1’s \_\_\_\_\_ Total\_2’s \_\_\_\_\_ Total\_3’s \_\_\_\_\_ Total\_4’s **5** Total\_5’s **24**

“I appreciate the time for candid conversations & questions”

“Loved the discussion about how to succeed in leadership, nice to know that Dr. Laguerre values internal leadership opportunities, enjoyed hearing about expectations of a good candidate.”

“Good to get his perspective”

“Dr. Laguerre’s observations are always well thought out & relevant.”

“I appreciated Dr. Laguerre’s perspective & his response to our questions.”

“Excellent, appreciated showing his focus as a leader.”

“President Laguerre always inspires me. His presence has given me the energy to work even harder for the college.”

“Liked the Q & A session”

“This was a great discussion, as it brought out things that have been on the minds of many. The initial stage of fixing issues is to face them”

“The Q & A was a nice touch”

“This dialog with Dr. Laguerre was very informative & I believe he is committed to helping faculty & staff in growing”

“Much to think about in learning of how we all should be thinking of ways to help the college move forward”

“Dr. Laguerre please convey this more often to the classified staff, tell them they are valued & then when appreciated show them, like inviting them to these more often.”

“Good presentation & topic”

“Good but went in all different directions”

“Appreciate the respect & willingness to share”

9. **The New Vice President’s First Day: Priorities and Politics – Dr. Pam Fisher**

Total\_1’s \_\_\_\_\_ Total\_2’s \_\_\_\_\_ Total\_3’s 1 Total\_4’s 8 Total\_5’s 20

“Very enlightening exercise learned a whole lot! Both what to & not to do.”

“Fun activity, learned about my own approach & how my colleagues had very different approaches thinking about various issues”

“Like the group work”

“Good group activity & view into that world. There are some typos in the handout that’s my C talking”



“Interesting, helped me affirm I don’t want to be VP”

“Avg. story exercise. I advocate smaller discussion groups, perhaps with a more intentional mix of leadership types (disc)”

“Very good exercise, found it a bit overwhelming & chaotic to complete in a large group”

“Thought provoking”

“Very thought provoking, I learned a lot from the particulars, how to handle certain situations & what to beware of”

“As an afternoon exercise it took longer to grasp, after lunch, warm room however I was reminded of the importance of reading carefully everything put before me before taking action”

“Amazing interaction with group assignment in short time, personality profile insights very helpful & analogy after”

“I loved this exercise (allow more time for it next time)”

“Good eye opener into how to handle all of those tasks”

“I thoroughly enjoyed this presentation & exercise, this provide great insight on how to deal with situations & personalities”

“The hands on examples are great & funny”

“This experience was very enlightening, learning to work with the different personalities was very important”

“Group was a little confused at times, but good experience to hear others interpretations of order of priority”

“What a great exercise?! Holy smokes was what I first said after reading all those memos but how great to get inside to see just what a President goes thorough’

“Fun activity”

“Real life decision making, challenging”

“Great activity”

“Great exercise, good discussion afterwards”

## **10. College and Community Collaboration – Dr. Jowel Laguerre and Community Leaders**

Total\_1's \_\_\_\_\_ Total\_2's \_\_\_\_\_ Total\_3's **1** \_\_\_\_\_ Total\_4's **7** \_\_\_\_\_ Total\_5's **21** \_\_\_\_\_

“Inspirational!”

“It was great to hear about our role & relationship with our community”

“Was very disappointed that the city of Fairfield was not represented, the representatives in attendance were very diverse & I appreciated the levels of variety in the positions”

“Excellent information”

“It’s a part of my personal leadership development I had never considered, I’ll get to work on it!”

“Wonderful to hear from the community helped me appreciate the strong links our President has made in the community & the value in doing so. He made me want to get more involved.”

“I enjoy hearing from various representatives, perhaps presentations could have been stronger, re: the SCC night play? I do suggest a more diverse group might have been better, concerns re: the lack of total county representation, esp. Benicia but also Fairfield”

“Excellent, appreciate the kind words the participants shared due to a positive relationship developed by Dr. Laguerre; gave me food for thought from a community perspective”

“Good info, good to hear about service clubs & opportunities”

“It was good to hear about & see firsthand how community collaboration works for the college”

“Interesting”

“Great to hear from local leaders & their thought about college partnerships”

“I was impressed with the commitment demonstrated buy our community leaders inspired to join in more work”

“Great exchange possibilities”

“To come in after the election is impressive”

“Very informative, meeting the different members in the county was very impressive. Hearing firsthand from them about their views about Solano College was great, the relationships that have been developed by Dr. Laguerre has paid off”

“Very informative, good to hear community perspective of SCC”

“It was such an awesome opportunity to meet all of the community leaders in Solano, it’s not often classified staff has a chance to meet them”

“Interesting panel”

“Awesome, this panel was such a great mix, Jowel lead them with great questions”

“Awesome!”

“This panel was great in getting insight on the different communities that Solano serves, it would have been great to get some goals for the upcoming year/s”

### **11. The Leaders Role in Promoting Inclusion – Dr. Andrew Jones**

Total\_1's \_\_\_\_\_ Total\_2's \_\_\_\_\_ Total\_3's **3** \_\_\_\_\_ Total\_4's **7** \_\_\_\_\_ Total\_5's **17** \_\_\_\_\_

“Wow!”

“Microphone was distracting, not needed but content was great”

“He asked the hard questions”

“Great speaker, inspiring, aware & forward thinking”

“Great presenter, informative”

“Some information was familiar but an important topic”

“If he is not available in the future, I suggest Dr. Byron Clift Breland, President of San Jose City College”

“Excellent enjoyed his knowledge & energy, gave great examples of how to develop & implement inclusions on our campuses”

“Appropriate topics & concepts, specific examples & applications would be helpful”

“Honestly it felt like Dr. Jones was rambling using his slides as a rough guide. The topic was certainly relevant but most the advice seemed to drown in cliché. He did seem like a nice person though.”

“Thought provoking, exciting, challenging”

“Yes, thought provoking access to success, budget opposing values & how to be inclusive, great insight & dynamics”

“I had difficulty understanding him for starters, he did much standard stuff in my mind, wish he had dealt with harder questions e.g. how does one include the sexist, the gossip, the slacker, the racist; what id=f culture gets in the way of progress e.g. one person always arrives 30 min late?”

“Microphone issues but loved the enthusiasm & communication exchanges Dr. Jones discussed”

“Pace & use of the mic made it hard to understand & interact with”

“Dr. Jones opened my eyes on the need to be inclusive & seeing the whole picture”

“Very good!”

“I would have liked the mic turned down but his content was very good’

“We could have talked a lot longer on this issue”

“Great topic & presentation”

“Excellent insight & discussion, Dr. Jones really pushed us to use our own analysis skills & to think about how we carry ourselves on campus”

“Interesting talk, was very animated & humorous”

## 12. Your Professional Development Plan – Dr. Pam Fisher

Total\_1's \_\_\_\_\_ Total\_2's \_\_\_\_\_ Total\_3's 1 Total\_4's 5 Total\_5's 21

“Pam was very inspirational & kept us on task, she is clearly a very influential person with a wealth of knowledge”

“Spent too much time on references, didn't allow time for questions”

“Thank you for the resources, invaluable!”

“Dr. Fisher is fabulous! Hard to imagine there's anyone better in facilitating leadership. Thank you for caring & not being ashamed to display & instill the same values in others.”

“Next time please type up the 12 self-eval questions, otherwise great!”

“Great tips”

“Too short”

“Excellent tips on resume writing & interviewing”

“Great resources”

“This was really out of my comfort zone, which Dr. Fisher seems to excel at doing, that’s what we came for though”

“Good info”

“Really helpful to put action plan in writing to follow up in 6 months”

“You are excellent Dr. Fisher & I commend your leadership. Tell President Laguerre (I will also) to hire you for a 2-day workshop for the entire college!”

“Helpful tools”

“This was very fast; I wish you had more time to cover this material”

“Dr. Fisher reviewed with us the need to refine & develop our plans, having the tools to develop a plan were very beneficial updating my tools!”

“Wow, I have some homework!”

“Great insight but would be great to discuss in more detail about the interview process. This would be great if this was a group that can advance & was not all administrators”

### 13. The Academy Speaks

Total\_1's \_\_\_\_\_ Total\_2's \_\_\_\_\_ Total\_3's \_\_\_\_\_ Total\_4's **2** Total\_5's **9**

“Great to hear everyone’s take away”

“SCC has so many jewels”

“Nice way to end it”

“Great idea, encourage all to engage & get out of their comfort zone, celebrating people & accomplishments is always great”

“The sharing of our commitments & what we will be doing in the next six months was helpful”

“Everyone is so passionate about their role in this college & we need to foster those feelings to create a better image inside Solano”

“Should be interesting”

“Good to hear all the remarks & to see the fierier of others”

14. **What would you like to have had included in the Academy that was not presented?**

Total\_1's \_\_\_\_\_ Total\_2's \_\_\_\_\_ Total\_3's \_\_\_\_\_ Total\_4's \_\_\_\_\_ Total\_5's **1** \_\_\_\_\_

“Thank you so much for the opportunity”

“Was very comprehensive & varied, excellent!”

“Business card exchange”

“Will there be a follow up activity other than personal goal checking & inventory?”

“How to connect with all departments”

“Can’t think of anything, would welcome follow up institutes/mini workshops”

“This leadership academy was excellent, planned well & covered many topics in an efficient manner, please continue to offer the academy just as it is”

“Less historical info, more info re: how do we do...”

“Get into more small group activities & sharing”

“I think the 3-day course encompassed all levels of leadership. As an aspiring leader I will use all the tools I learned this week. I recommend more active exercises.”

“This was an excellent 3 days, I feel more connected with the individuals in the academy & it gave me a lot of valuable food for thought. Thank you for investing in us!”

“My overview of the past three days was I enjoyed this experience, just like others are kept informed we need a communication piece to keep on going. Thank you for providing this opportunity! And a special thanks to Dr. Fisher for providing her time & insight.”

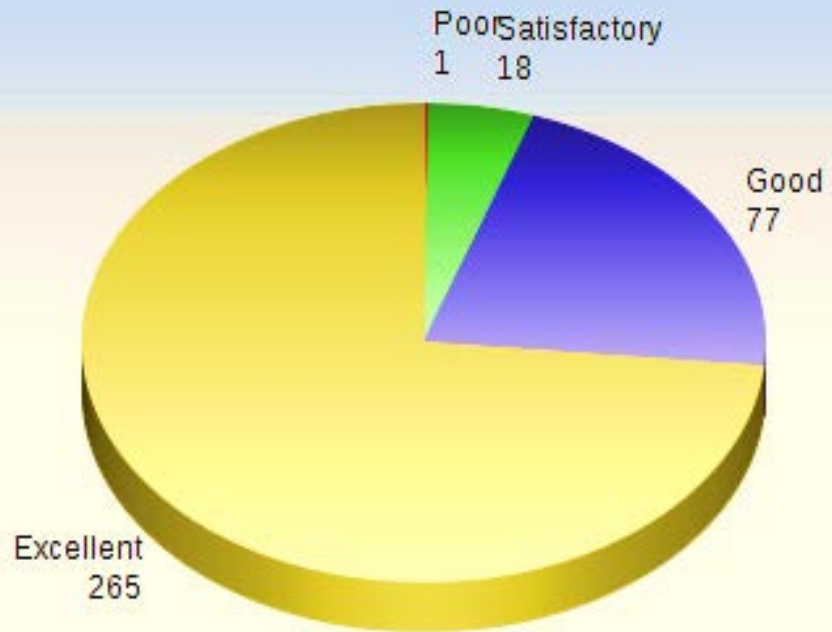
“How to determine the faculty salaries give the budget based FTES”

**Grand totals:**

Total\_1's **1** Total\_2's **0** Total\_3's **18** Total\_4's **77** Total\_5's **265**

## Overall Rating of SLA Conference

1-5, 5 being excellent





American Association of Community Colleges. (2014). Empowering community colleges to build the nation's future. An implementation guide. Washington, D.C: Author.

**Empowering Community Colleges**  
**Solano Leadership Academy**  
**Study Session**  
**August 22, 2014**



# Completion Agenda

- Meeting with ALG and interested SLA participants August 22, 12pm-3pm with lunch.
- Give leaders an opportunity to work with their constituents on it until September 15<sup>th</sup>.
- Send Superintendent/President a report on September 22<sup>nd</sup>.
- Present the concept with involvement of others at the Board Study Session on October 1<sup>st</sup>.

# 21<sup>st</sup> Century Initiative

- Now AACC's 21st-Century Initiative moves from idea to action. The implementation guidelines presented here provide a blueprint for colleges and others to implement the seven recommendations—to redesign students' educational experiences, reinvent institutional roles, and reset the system so it better promotes student success.
- Each year, community colleges enroll about 12.7 million students in credit and noncredit courses. These institutions typically serve every student who walks through their doors. **They provide the gateway to higher education for students who may never have even dreamed of going to college.**
- Community colleges cannot be strong by being the same. Certain values remain constant: opportunity, equity, academic excellence. Taking on bold ideas and dramatic change is the only way to meet college completion goals.

# The Higher Education Dream

by George Vaughan

- Give us your young, and your not so young;
- Give us your capable, and your not so capable;
- Give us your minorities, and your homemakers;
- Give us your employed, your underemployed, and your unemployed;
- Give us those in society who have too long lingered on the periphery of the American Dream,
- And we will help them to become better students,
- Better workers, better citizens, better people.

# Our Challenges

## Restoring the middle class and global competitiveness

- The United States is falling behind other countries in terms of educational attainment.
- The United States is not yet enjoying the full benefit community colleges might contribute in terms of strengthening the nation's workforce, building a healthier and more competitive economy, and sustaining a vital, inclusive democracy.
- Realizing these national economic and social objectives depends in large part on significantly increasing college completion—and community colleges must play a pivotal role in attaining that widely embraced but challenging goal.
- Community colleges need to be a gateway to the American Dream for our students by addressing the obstacles that get in the way of student success.

# Opportunities

- By 2018, nearly two-thirds of all American jobs will require a postsecondary certificate or degree, and that means adding 15–20 million educated employees to the workforce by 2025.
- (46%) of students who enter community colleges with the goal of earning a degree or certificate have attained that goal, have transferred to a baccalaureate institution, or are still enrolled six years later.
- *Reclaiming the American Dream: Community Colleges and the Nation's Future*, set the goal of increasing rates for completion of community college credentials (associate degrees and certificates) by 50% by 2020.
- The only way to attain this goal is to transform community colleges—to redesign students' educational experiences, reinvent institutional roles, and reset the system so it better promotes student success.

## Recommendations

The Seven Recommendations to drive this transformation:

- **Recommendation 1:** Increase completion rates by 50% by 2020
- **Recommendation 2:** Dramatically improve college readiness
- **Recommendation 3:** Close the American skills gap

## Recommendations (cont.)

- **Recommendation 4:** Refocus the community college mission and redefine institutional roles
- **Recommendation 5:** Invest in collaborative support structures
- **Recommendation 6:** Target public and private investments strategically
- **Recommendation 7:** Implement policies and practices that promote rigor and accountability

# Implementation with Purpose

- Commit to the work.
- Use and share data.
- Design for scale.
- Embrace diversity.
- Integrate technology creatively.
- Emphasize professional development.
- Prepare new leaders.
- Focus governing board work.



# Recommendation #1: Increase Completion Rates

**Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.**

- Publicly commit to explicit goals for college completion.
- Create pathways
- Expand prior-learning assessments.
- Devise completion strategies on both ends of the college experience.
- Establish guarantees for seamless transfer.
- Implement automatic graduation and reverse transfer programs.

## Pathway Milestones – Page 12



At **Long Beach City College (CA)**, Promise Pathways—created in partnership with Long Beach Unified School District and California State University-Long Beach—builds a pathway from high school through university. At Long Beach City College, placement is based on high school achievement rather than test scores, and students develop first-semester success plans. Promise Pathways students sign a mutual responsibility agreement to participate, enroll full-time, complete key foundational courses beginning in their first semester, and participate in specific support activities such as a success course. Early results show significant increases in student completion of early educational milestones.

# Recommendation #2:

## Dramatically Improve College Readiness

**Dramatically improve college readiness: By 2020, reduce by half the numbers of students entering college unprepared for rigorous college-level work, and double the number of students who complete developmental education programs and progress to successful completion of related freshman-level courses.**

- Define and measure college readiness.
- Establish and support community partnerships.
- Participate in implementation of the Common Core State Standards (CCSS) or their equivalent in non-CCSS states.
- Collaborate with K–12 partners.

# Collaborating with K-12 Partners

Improving students' success at college begins long before students enter college. Work with K–12 can include aligning curricula, early assessment and intervention, dual enrollment, and early college high schools. – Examples Page 15

## How Can Colleges Do This Work?

- Strengthen pre-collegiate readiness and success.
- Provide college transitions support.
- Redesign developmental education.
- Build the foundations for gateway course success.

## Design Principles for a Developmental Education Student Success Pathway - Page 18

# Recommendation #3: Close the American Skills Gap

**Close the American skills gap by sharply focusing career and technical education on preparing students with the knowledge and skills required for existing and future jobs in regional and global economies.**

- Better understand labor market trends and employers' needs—and communicate them to students. Student advising can include, for example, assessing students' interests and aptitudes, discussing relevant jobs, and exploring different educational pathways and the jobs/salaries that would result from each.
- Redesign student experiences to incorporate more work-based, hands-on, and technology enriched learning.
- Engage actively with partners to match education and training with jobs.

## Recommendation #3:

### Close the American Skills Gap (cont.)

- Develop career pathways for current and future jobs. State policy, workforce development agencies, and community colleges should incorporate three intersecting elements:
  - career pathway programs
  - sector strategies
  - industry clusters
- Community colleges can create pathways encompassing stackable, short-term programs that build toward more advanced credentials. They also can reduce learning time through assessments of prior learning, accelerated competency-based modules, and self-paced adaptive learning options. Then, colleges can provide pathways that incorporate a range of learning experiences—noncredit and industry recognized programs, certifications, and credit programs and credentials—and lead students to employment and/or university transfer.

## Recommendation #4: Refocus Mission and Redefine Institution Goals

**Refocus the community college mission and redefine institutional roles to meet 21st-century education and employment**

- Develop the role of community colleges as brokers of educational opportunities rather than solely as direct providers of instruction.
- Strengthen the role of community colleges in advising, learning assessment, and credentialing.
- Redefine faculty roles.

## Recommendation #4: Refocus Mission and Redefine Institution Goals (cont.)

- Create conditions in which part-time faculty can make their best contributions to student success.
- Incorporate ingenious uses of technology in instruction and student services.
- Empower students as partners in developing their paths and achieving their educational goals.



## Recommendation #5: Invest in Collaborative Support Structures

**Invest in support structures to serve multiple community colleges through collaboration among institutions and with partners in philanthropy, government, and the private sector.**

- To increase institutional efficiency and strengthen service to students, groups of community colleges should pool resources and develop shared systems for managing student data, institutional research, professional development, and other efforts that support student learning.

## Recommendation #6: Target Public and Private Investments

Target public and private investments strategically to create new incentives for institutions of education and their students and to support community college efforts to reclaim the American Dream.

**Advocacy** - To make sure community college is affordable, colleges must make the most of every available funding stream—an effort that will require both ingenuity and advocacy at the local, state, and national levels.

## Recommendation #7: Implement Policies to Promote Accountability

**Implement policies and practices that promote rigor, transparency, and accountability for results in community colleges.**

- Implement the VFA (Voluntary Framework of Accountability)
- Develop and use common indicators of student success.
- Continue work to strengthen ways of reporting student learning outcomes as part of the VFA.

# Leading and Working Differently

**Colleges, therefore, will have to restructure priorities and reallocate resources to accomplish the critical work called for in *Reclaiming the American Dream*.**

College CEOs should commit to the following:

- Invest in leadership development of their senior and mid-level administrators, as well as their faculty and staff. Develop the pipeline of future community college leaders who embrace and exhibit the *AACC Competencies for Community College Leaders*.

## Leading and Working Differently (cont.)

**Colleges, therefore, will have to restructure priorities and reallocate resources to accomplish the critical work called for in *Reclaiming the American Dream*.**

Governing Boards should commit to the following:

- Establish and participate in trustee leadership development, particularly emphasizing policy governance in support of student success and college completion.

# The Next Big Things

Leading an intensified commitment to college completion

Strengthening community college accountability

Supporting work to design and implement student pathways

Hosting a national working summit on college readiness and developmental education redesign

Creating a seamless education and career system

Building stackable credentials and a national credentialing system.

## The Next Big Things (cont.)

### Leading an intensified commitment to college completion

- Automatic awards of credentials to students who have earned them.
- Reverse transfer arrangements with universities and other community colleges.
- Programs to bring back students who need only a limited number of additional credits to complete a credential.
- Strategic communication campaigns that impress upon students (as well as their families and college faculty and staff) the importance of college completion.

## The Next Big Things (cont.)

### Supporting work to design and implement student pathways

- Colleges must design new educational pathways that will provide increased clarity, structure, and coherence. The pathways should lead to significantly increased completion of certificates and degrees.



## The Next Big Things (cont.)

### Hosting a national working summit on college readiness and developmental education redesign

- The goals established in *Reclaiming the American Dream* call on institutions to demonstrate these outcomes by 2020:
- Reduce by half the number of students entering college unprepared for rigorous college-level work.
- Double the number of students who complete developmental education programs and progress to successful completion of related freshman level work.

# The Next Big Things (cont.)

## Creating a seamless education and career system

- The work entails aligning standards and curriculum within and across education systems. It also requires assessment systems that not only connect with those standards but also award credit for prior learning.

## The Next Big Things (cont.)

### **Building stackable credentials and a national credentialing system.**

- Accelerated development of stackable credentials—a coherent system of increasingly advanced and carefully aligned learning in specific fields of study that allows and encourages Americans to augment their learning, and thus their career advancement and earning power, over time. Clarity about requisite knowledge and skills at each level of learning must be complemented with common systems for documenting student competencies, providing credentials with portability for students, and assuring quality for education providers.

# Next Steps

- Give leaders an opportunity to work with their constituents on until September 15<sup>th</sup>. Pull essentials of this for your completion. Build upon what you're already doing.
- Send Superintendent/President a report on September 22<sup>nd</sup>. Renee will send format.
- Present the concept with involvement of all of you at the Board Study Session on October 1<sup>st</sup>.



**Thank You**