

AGREEMENT

Between

**THE BOARD OF TRUSTEES OF THE
WEST KERN COMMUNITY COLLEGE DISTRICT**

And

**TAFT COLLEGE FACULTY ASSOCIATION
CTA/NEA**

2023-2026

Ratified:
Effective: 07/01/2023
Terminating: 06/30/2026

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ARTICLE 1: AGREEMENT

- 1.1** The Articles and provisions contained herein constitute a bilateral and binding agreement (“Agreement”) by and between the **WEST KERN COMMUNITY COLLEGE DISTRICT** (“District”) and the **TAFT COLLEGE FACULTY ASSOCIATION, CTA/NEA** (“Association”). This Agreement is entered into pursuant to Chapter 10.7, Sections 3540 et seq, of the Government Code (“Act”).

ARTICLE 2: RECOGNITION

- 2.1** The District recognizes the Association as the Exclusive Representative for the faculty bargaining unit identified by the District in its resolution dated May 5, 1976, which is attached as Appendix “A”. Excluded from coverage under this Agreement are all other employees of the District.

ARTICLE 3: DEFINITIONS

- 3.1** The definitions set forth in this Article apply to each Article and paragraph of this Agreement except where an individual Article or paragraph contains a specific and different definition of the same word or phrase.
- 3.2** “Academic year” shall mean the period from the first workday of the Fall semester to the last workday of the following Spring semester.
- 3.3** “District” or “employer” means the West Kern Community College District, its officers, agents, or representatives, or their respective designees.
- 3.4** “Faculty” refers collectively to all District employees who are included in the bargaining unit described in Appendix A.
- 3.5** “Faculty member” shall mean an individual employee who is included in the bargaining unit described in Appendix A.
- 3.6** “Fiscal year” shall mean the period from July 1 of one calendar year to June 30 of the following calendar year.
- 3.7** “Immediate family” shall mean the spouse and parents, stepparents, foster parents, legal guardians, children, foster children, stepchildren, grandparents, grandchildren, sons and daughters-in-law, brothers or sisters of the faculty member or of the faculty member’s spouse, or any person living in the immediate household of the faculty member. Under special circumstances a person who is not specifically listed may be included within the definition of “family” for purposes of utilizing applicable leave provisions of this Agreement, upon approval by the AEER committee.

- 3.8 “Regular faculty” or “regular faculty member” refers to the District’s full-time contract (probationary) employees who are employed pursuant to Education Code sections 87605, 87608(b), or 87608.5(b) and tenured (permanent) employees who are employed pursuant to Education Code sections 87605 or 87609 collectively or individually.
- 3.9 “Temporary faculty” refers to part-time or adjunct faculty who are employed up to and including sixty-seven percent (67%) of a full-time equivalent faculty assignment in accordance with Education Code section 87482.5.

ARTICLE 4: PROFESSIONAL DUES OR FEES AND PAYROLL DEDUCTIONS

- 4.1 A faculty member who is a member of the Association, or who has applied for membership may sign and deliver to the District an assignment authorizing deduction of unified Chapter/CTA/NEA dues or assessments in the Association. The authorization shall continue in effect from year to year unless revoked in writing.
- 4.1.1 The District shall deduct dues from the regular salary check of the faculty member each month for ten months. Deductions for faculty members who sign an authorization after commencement of the academic year shall be appropriately pro-rated to complete payments by the end of the current academic year.
- 4.1.2 With respect to all sums deducted, the District agrees promptly to remit monthly, within a reasonable time following the date of deduction. The remittance shall be accompanied by an alphabetical list of faculty members for whom the deductions have been made which indicates the amount deducted for each faculty member.
- 4.1.3 The Association agrees to furnish any information necessary for the District to fulfill the provisions of this Article.
- 4.2 Upon appropriate written authorization, the District shall process payroll deductions, annuities, credit union, savings bonds, charitable donations, or any other plans or programs approved by the District.

ARTICLE 5: LEAVES OF ABSENCE

- 5.1 **General Provisions:** A faculty member who receives a paid leave of absence, unless otherwise provided in this Article, shall receive wages and District fringe benefit contributions as if the faculty member were in regular status.
- 5.1.1 A faculty member who is on an unpaid leave during any pay period shall receive the District fringe benefit (health and welfare) contribution for the balance of the pay period.

Except as provided by paragraph 5.1.1, a faculty member shall be allowed to maintain fringe benefit coverage pursuant to the terms of the District's insurance plans by making payment of the applicable premium or premiums in the manner required by the District.

- 5.1.2 A faculty member must contact the appropriate Educational Administrator sufficiently in advance of returning from a leave in order to allow for any necessary assignment modifications.
- 5.1.3 A faculty member who is absent from work other than for days authorized by State Law or by the Agreement is absent without leave ("AWOL"). The District will deduct a salary amount equal to the ratio of days absent to the days of required annual service for unauthorized absences. In addition, a faculty member who is absent without leave, or who fails to return to work as scheduled, may be subject to disciplinary action.
- 5.1.4 At its discretion, the District may require a physician's verification of an illness or injury. The District may also require that a faculty member visit a physician, at District expense, to obtain a statement relative to the faculty member's ability to fulfill the responsibilities of the faculty member's position in a safe, healthful and satisfactory manner.

5.2 Sick Leave: Regular faculty shall earn and be credited with one (1) day of Sick Leave at full pay for each contractual month of employment. Each temporary faculty member shall earn Sick Leave credit proportionate to that earned by a regular faculty member. Except as otherwise provided in the Article, Sick Leave shall be used for an illness, injury, or pregnancy and childbirth that causes a faculty member to be unable to appear for work and to render service to the District.

5.2.1 Sick Leave will be credited as of the first scheduled workday of a faculty member's contract year. Unused Sick Leave shall be carried over from one year to the next.

5.2.2 Overload and Adjunct Sick Leave: Regular faculty shall earn and be credited with one (1) hour of sick leave for each 17 hours of assigned overload, teaching or non-teaching, during the summer intersession, fall and spring semesters.* Temporary faculty shall earn and be credited with one (1) hour of sick leave for each 17 hours of assigned adjunct teaching or non-teaching during the summer intersession, fall and spring semesters.*

*Assignments paid by stipend are excluded.

Overload sick leave earned by regular faculty will be accumulated in a separate overload sick leave account and be carried over from one year to the next. Regular faculty will utilize any sick leave hours (including donations to the catastrophic leave fund) from the overload sick leave account first (with the exception of the (1) day of Personal Necessity Leave in section 5.4.3) before utilizing sick leave from their regular sick leave account. Regular faculty will be provided a report of accumulated sick leave hours in both their regular accounts and overload accounts by September 1st of each year.

Adjunct sick leave earned by temporary faculty will be accumulated in an adjunct sick leave account and be carried over from one year to the next. Temporary faculty will be

provided a report of accumulated sick leave hours in their adjunct account by September 1st of each year.

5.3 Extended Sick Leave: One hundred (100) days of Extended Sick Leave will be provided in addition to a faculty member's current year's Sick Leave credit and Sick Leave that is carried over from the prior academic year, as follows:

5.3.1 After all Sick Leave at full pay has been used and additional absence due to illness, injury or pregnancy and childbirth is necessary, the faculty member shall be eligible to utilize up to one hundred (100) days of Extended Sick Leave at fifty percent (50%) of the faculty member's regular rate of pay.

5.3.2 Parental Leave (AB2393)

For the purposes of this article "parental leave" shall be defined as "leave for reason of the birth of a child of the faculty member, or the placement of a child with a faculty member in connection with the adoption or foster care of the child by the faculty member".

In order to be eligible for parental leave, the full-time or part-time faculty member must have been employed by the District for a period of at least 12 months prior to taking the leave. In the instance where both parents are faculty members, each faculty member will be entitled to the benefit of article 5.3.2.

Consistent with the California Family Rights Act (CFRA) (Govt. Code § 12945.2) and Education Code section 87780.1, eligible faculty members are entitled to twelve (12) workweeks of parental leave. Twelve (12) workweeks mean the equivalent of 12 of the faculty member's normally scheduled workweeks. Faculty members are only entitled to one 12-workweek period of parental leave in any 12-month period. Any leave taken must be concluded within one year of the birth or placement of the child with the faculty member. Parental leave may be split over two academic years. For example, if a child is placed with a faculty member on April 15 of one year and he/she uses five (5) weeks of parental leave during that academic year, he/she will have seven (7) remaining weeks to use the following academic year prior to April 15 of year two.

Once a faculty member on parental leave exhausts all available sick leave, including all accumulated leave, they become eligible to receive fifty percent (50%) of their regular salary for the remaining leave period. For example, a faculty member uses seven (7) weeks of sick leave and accumulated sick leave during his/her parental leave (assuming this exhausts all such available leave) is then eligible to receive 50% of their regular salary for the remaining five (5) weeks of the 12-week leave period. Parental leave shall run concurrently with any parental or bonding leave taken pursuant to CFRA such that the aggregate amount of leave taken pursuant to this section, section 87780.1 and CFRA shall not exceed twelve workweeks in a twelve-month period. All requirements of CFRA shall apply to leave taken under this section except that an

employee is not required to have 1,250 hours of service with the District during the previous 12 month period in order to take parental leave pursuant to this section.

Parental leave does not have to be taken in one continuous 12-week period. The minimum duration of the leave shall be two weeks, except the District must grant a faculty member's request for a leave of less than two weeks duration on any two occasions and may grant additional requests. Parental leave and extended sick leave are separate and distinct benefits.

While out on parental leave the faculty member is entitled to receive any applicable health benefits the faculty member was receiving immediately before the commencement of the leave.

5.4 Personal Necessity Leave: A faculty member may elect to use not more than seven (7) days per academic year of unused Sick Leave for purposes of approved Personal Necessity Leave.

5.4.1 Utilization of the Leave shall be limited to circumstances that are serious in nature, which cannot be expected to be disregarded, which necessitate immediate attention, and which cannot be dealt with during off-duty hours. When possible, the Leave shall be requested through, and approved by, the District in advance of utilization.

5.4.2 A faculty member may elect to use up to (10) Leave days per year for the illness of or injury to members of the immediate family.

5.4.3 One day of Personal Necessity Leave in an academic year will be utilized without the limitations of paragraph 5.4.1 and will not be deducted from Sick Leave.

5.5 Bereavement Leave: A faculty member may utilize paid Bereavement Leave for the death of any member of the immediate family. Leave provided in this paragraph will not be deducted from Sick Leave.

5.5.1 The Leave will be for no longer than five (5) working days. For instances where travel of less than two hundred (200) miles is required, bereavement leave will be paid for three (3) working days. Two (2) additional unpaid days will be allowed, with the option to utilize existing leave time. For instances where out of state travel, or travel in excess of two hundred (200) miles is required, bereavement leave will be paid for five (5) working days. Bereavement leave does not have to be take consecutively, but must be taken within three (3) months of the date of the family member's death or scheduled services. Additional days of absence beyond those described herein may be provided under the terms of personal necessity or non-work days.

5.6 Judicial and Official Appearance Leave: Judicial and Official Appearance Leave shall be granted for purposes of regularly called jury duty, appearance as a witness in court other than as a litigant, or to respond to an official order from another governmental jurisdiction for reasons

not brought about through the initiation, connivance or misconduct of the faculty member as follows:

- 5.6.1 **Jury Duty**: A Leave without loss of salary shall be granted to a faculty member who is officially called for jury duty. Juror's fees, inclusive of mileage, received by the faculty member shall be retained by the faculty member.
- 5.6.2 **Court Appearance**: For any necessary court or agency appearances, the faculty member may utilize Personal Necessity Leave. However, if any court or agency appearance is required of a faculty member by the District, it shall be made without loss of pay and without charge to any other accrued leave benefits.
- 5.6.3 **Dismissal Hearings**: A faculty member, not under suspension, for whom a dismissal hearing is being held will be compensated at the regular rate for any absence(s) from regular duties while attending the hearing.
- 5.7 **Child Rearing Leave**: An unpaid Leave for a maximum of one (1) year (two (2) semesters) shall be granted upon request without pay to a faculty member for the purposes of child rearing, so long as the child is under five (5) years of age. An exception to this age limit would be considered if the faculty member adopts an older child who needs full-time care.
- 5.8 **Military Leave**: Military Leave shall be granted as required by the California Education Code and the California Military and Veterans' Code.
- 5.9 **Sabbatical Leave**: A faculty member may request a leave of absence under the Sabbatical Leave Program for study and/or travel.
 - 5.9.1 Purpose - The purpose of a sabbatical leave is for the faculty member to focus on travel and/or study that will strengthen the contribution that a faculty member makes to students, the institution, and in support of the mission of the District and its educational program.
 - 5.9.2 Eligibility - Faculty members who have served the District full-time for a period of six (6) consecutive years are eligible. An additional six (6) consecutive years of service are required for a subsequent sabbatical leave.
 - 5.9.3 Leave Period - Sabbatical leave may be granted for a period of not less than one (1) semester nor more than two (2) semesters. A sabbatical leave shall fall within the semester dates as indicated on the District calendar.
 - 5.9.4 Compensation - Compensation during the period of approved leave will be one hundred percent (100%) of salary, plus benefits for a one (1) semester leave, or fifty percent (50%) of salary, plus benefits for a two (2) semester leave. Compensation shall be paid in the same manner as if the unit member were on regular duty with the District.
 - 5.9.5 Service - A sabbatical leave qualifies as service to the District.

- 5.9.6 Liability - The District shall be free from any liability for the payment to, or on behalf of, an employee for damages arising out of death or injury or illness of an employee or death, injury or illness to another caused by an employee while on sabbatical leave.
- 5.9.7 Forms - All forms and timeline information necessary for sabbatical leave are available through the Office of Instruction.
- 5.9.8 Timeline - At the beginning of each academic year, the Superintendent/President will announce the number of potential faculty sabbaticals to be offered, if any, in the following academic year.
- 5.9.8.1 By the end of the Spring In-service, faculty members will submit written sabbatical leave proposals for the following academic year to the Academic Employer-Employee Relations (“AEER”) Committee for evaluation.
- 5.9.8.2 The Superintendent/President will forward recommendations to the Board of Trustees for the February Meeting of the Board.
- 5.9.8.3 The decision of the Board of Trustees to approve or disapprove sabbatical leaves will be rendered no later than the March Board Meeting.
- 5.9.8.4 If a sabbatical leave is approved, the faculty member will sign a Sabbatical Leave Certification by April 1.
- 5.9.8.5 If a sabbatical is denied, the faculty member has the option to schedule a meeting with the AEER Committee to ascertain why it was denied.
- 5.9.9 Rescission - A sabbatical leave may be rescinded by the employee no later than ninety (90) calendar days prior to the start of the semester(s) for which the sabbatical leave is scheduled.
- 5.9.10 Return -A Faculty member has a guaranteed right to return to work in his/her prior position. Faculty who are granted leaves for retraining to fill specific staffing needs of the District may be reassigned to a different position based upon the needs of the District. Upon return, and as per the Sabbatical Leave Certification, the faculty member agrees to serve the District for a minimum period of time equal to twice the period of sabbatical leave taken.
- 5.9.11 Report - The faculty member must submit a written final Sabbatical Leave Report to the AEER Committee by the first day of in-service following the leave. The AEER Committee will review the material presented and make a determination as to whether the terms of the sabbatical leave have been met. If accepted, the written report will be disseminated District-wide to all faculty, including the Academic Senate. Separate oral presentations of the report will be made by the faculty member District-wide during in-service, and to the Board of Trustees at a regularly scheduled meeting of the Board.

5.9.12 Penalty - The faculty member agrees to repay monies paid for the sabbatical leave in the event that the AEER determines that the obligations of the leave have not been met. Failure to complete an approved sabbatical project, including the required report, shall result in complete reimbursement or reduction of reimbursement of sabbatical compensation as determined by the Superintendent/President or designee.

5.9.13 Waiver - The Superintendent/President or designee shall have the right to waive any provision of this agreement regarding sabbatical leaves providing it is in the best interest of both the District and the faculty member.

5.10 General Leave: A regular faculty member may be granted General Leave. If granted, the Leave will be without compensation and shall normally be for a period not to exceed two (2) semesters. Exception to the length of the Leave may be granted.

5.10.1 The District may approve continuation of fringe benefit coverage as provided herein during the period of the approved Leave should it be determined that the purpose of the Leave is in the best interest of the institution.

5.11 Association Leave: The Association shall have (10) days of Association Leave. A faculty member who utilizes the Leave on behalf of the Association shall remain on paid status. The Association agrees to provide coverage or to pay the cost of a substitute if a substitute is utilized.

5.11.1 At least five (5) days in advance of a Leave, the Association President shall notify the appropriate Vice President of the name of the Association representative or representatives who have been authorized to utilize the Leave and the date or dates of the Leave. In addition, the notification shall set forth the proposed class coverage arrangements. Unless the proposed class coverage arrangements are approved by the appropriate Vice President, a substitute will be utilized and compensated as provided herein.

5.12 Faculty/Adjunct Faculty Employee Data and New Employee Orientations:

(Contract section added to comply with AB119, effective July 1, 2017) The Human Resources department will provide the Faculty Association President and Vice-president an electronic file via email containing all bargaining unit employee information for the current academic year (employee name, job title, department, work location, home phone number, personal cell phone number, personal email address, and home address) by September 1, February 1 and May 1 of each year. The information will be separated out into two categories, one containing full time faculty members and one containing adjunct faculty members.

The Office of Instruction shall provide the Faculty Association President and Vice-president at least ten days advance notice via email of all new employee (faculty or adjunct faculty) orientations. If the ten-day advance notice is not feasible due to extenuating circumstances, the notification will be sent as soon as possible prior to the orientation. The Faculty Association President or designee will attend the orientation. The Office of Instruction will schedule orientations during normal business hours. The Office of Instruction and the Human Resources department will include information provided by the Association in all packets of information given to new employees (faculty or adjunct faculty.)

- 5.13 Non-Workdays:** Eleven and twelve-month regular faculty shall be credited with two (2) non-workdays for each contractual month of employment, for a total of 154 hours for eleven month and 168 hours for twelve month respectively. Non-workdays will be credited on July 1 of each year. Non-workday hours expire on June 30 of each year. Faculty members may choose to use non-work days anytime during the fiscal year. Used non-workdays are noted each month on an absent report and may be taken in increments of 15 minutes or more.

ARTICLE 6: WORKLOAD OBLIGATION

- 6.1 Teaching Load:** The teaching load per academic year for regular instructional faculty shall not be less than the equivalent of thirty (30) equated semester hours of instruction. A faculty member shall not receive any reduction in compensation as a result of any imbalanced or unfilled annual teaching load. Other duties may be assigned to equal a full-time load in the event of an unfilled annual teaching load. Lecture hours and laboratory hours will be as stated in the course catalog. For purposes of workload calculation, a faculty member on medical leave for an entire semester is credited with 15 units.

- 6.1.1 For purposes of calculating teaching load, lecture hours (credit or non-credit) are calculated on a one-to-one (1:1) basis. Laboratory courses will be classified as a general laboratory or an extensive laboratory. An extensive laboratory is a course in which laboratory components require extensive workload efforts that are equivalent to workload efforts in a lecture course. Unless specifically identified as an extensive laboratory through the curriculum review process that is in place for the affected academic year, a laboratory course shall be identified as a general laboratory.

6.1.1.1 A general laboratory hour is calculated at 75% of a lecture hour.

6.1.1.2 An extensive laboratory hour is calculated at 100% of a lecture hour.

6.1.1.3 Enrollment Limits: The enrollment limit for classes (distance learning and on-campus) is thirty-five (35) students. Faculty members may grant permission for additional students to enroll in a class over the enrollment limit, if space allows. The District may request additional students be enrolled in classes over the enrollment limit, if space allows. The District may request additional students be enrolled in classes over the enrollment limit, if space allows and it is determined than an enrollment error has occurred. In general, the thirty-five (35) student enrollment limit was designed to allow classes to fill to capacity with an anticipated attrition rate of up to five (5) students bringing the class size down to thirty (30) students for most classes.

6.1.1.3.1 Enrollment limits for some classes may be less than thirty-five (35) students due to curriculum guidelines or when scheduled in rooms with capacity limitations.

6.1.1.3.2 The enrollment limit for English classes (except for English 1000, English 1500, and English 1501) (distance learning and on-campus) is thirty (30) students. The enrollment limit for English 1000, English 1500 and English 1501 classes (distance learning and on-campus) is twenty-five (25) students.

6.1.1.3.3 The enrollment limit for Science lab classes is twenty-four (24) students.

6.1.2 Once a faculty member's assigned teaching load equates to fifteen (15) hours for a given semester, each additional laboratory hour will be calculated at one hundred percent (100%) of a lecture hour.

6.1.3 Temporary or adjunct faculty members are paid hour for hour (1:1) when teaching a general lab, extensive lab, or lecture course.

6.1.4 Full time faculty members or adjunct faculty members assigned to teach general or subject-specific cooperative work experience classes will be compensated per student based on the following formula:

$(\text{Overload/Adjunct hourly rate}) \times (3 \text{ hours}) \times (\text{Number of students enrolled in the course section at the course's first census}) = \text{Semester compensation}$

Mileage to the job sites will be reimbursed in accordance with the District's travel policy.

6.2 Workday: The workday of an instructional faculty member on a day when the faculty member is scheduled to teach will be determined based on the teaching schedule for the day. The workday for non-classroom faculty will average seven (7) clock hours, exclusive of a lunch period, five (5) days per week.

6.2.1 The workday on an instructional day when the faculty member is not scheduled to teach will be not less than seven (7) hours, exclusive of a lunch period.

6.2.2 The workday on graduation is a normal workday and shall include attendance at graduation which is a two (2) hour activity.

6.3 Work Year: Faculty who are full-time instructors shall be responsible for instructional and other assigned duties for not less than one hundred seventy-five (175) days. Other faculty shall be on campus and responsible for regular and other assigned duties as contracted.

6.4 Other Assigned Duties: Other assigned duties of faculty members shall include program development, professional growth activities, committee assignments, meetings, student registration and recruitment activities and other professional assignments related to the educational program.

6.5 Assignments: The District shall post in an appropriate area and distribute to Division Chairpersons notices to inform of teaching assignments which may become available. Interested

faculty who meet the minimum qualifications or equivalency may apply for available assignments. Tenured faculty shall be given first consideration.

6.5.1 A faculty member who qualifies with equally non-employee applicants in meeting the needs of the institution for a given assignment shall be appointed to that assignment.

6.5.2 A committee consisting of the Vice President of Instruction, the Vice President of Student Services, the appropriate Division Chair, and the Academic Senate President, or designees, shall review applications and recommend the appointment of faculty to the Superintendent/President.

6.5.3 All other extra-duty assignments or projects offered to faculty will be posted and follow the Human Resources selection process. Hours will be clearly defined and will include written outcomes. First consideration will be given to TC faculty. Emergency assignments will be made with AEER Committee approval.

6.5.3.1 The District shall consult with the Faculty Association President or his/her designee to receive a recommendation regarding the compensation of all grant funded extra-duty assignments to be filled by faculty. This process shall be completed prior to posting.

6.5.4 Reduced Workload Program: An academic employee will be allowed to reduce his or her workload from full-time to part-time pursuant to Education Code section 87483 and to maintain retirement benefits pursuant to Education Code section 22713 or Government Code section 20815. Statutory requirements are as follows: The employee shall have reached the age of 55 prior to the reduction of his or her workload; The employee shall have been employed in an academic position or a position requiring certification qualification, or both, for at least 10 years, of which the immediately preceding five years were full-time employment without a break in service, except as provided by Education Code section 87483(c); The option of part-time employment shall be exercised at the request of the employee and can be revoked only with the mutual consent of the District and the employee; The employee shall be paid a salary that is the pro rata share of the salary he or she would be earning had he or she not elected to exercise the option of part-time employment; The employee shall retain all other rights to and benefits for which he or she makes the payments that would be required had he or she remained in full-time employment; The employee shall receive health benefits as provided in Government Code section 53201 in the same manner as a full-time employee; The minimum part-time employment shall be the equivalent of one-half of the number of days of service required by the employee's employment during his or her final year in a full-time position; The period of part-time employment for an employee who is subject to Education Code section 22713 shall not exceed 10 years; and the period of part-time employment for an employee who is subject to Government Code section 20815 shall not exceed 5 years and shall not extend beyond the end of the college year during which the employee reaches his or her 70th birthday.

6.5.4.1 Application Procedures: The employee must submit a Reduced Workload Program Agreement Application (available from Human Resources) to the District

by October 1st of the college year prior to commencement of the reduced workload assignment. A Reduced Workload Contract, which specifies the terms and conditions of the employee's Reduced Workload Program shall be provided to the employee not less than 30 days following the District's receipt of the completed Application; and the employee may withdraw an Application at any time prior to final agreement on the Reduced Workload Contract.

6.5.4.2 Once the District and an employee have entered into a Reduced Workload Contract, any modification of the Contract shall be only by mutual consent of the District and the employee.

6.5.4.3 Notwithstanding any other provision of this Agreement, an employee who has entered into Reduced Workload Contract shall participate in faculty non-teaching activities as required by the terms of the then-current District/Faculty Association Collective Bargaining Agreement for a full-time faculty member in a pro rata share of the reduced workload.

6.5.5 Adjunct/Temporary Faculty Assignment Procedures:

(Contract section added to comply with SB 1379 effective 7/1/17)

In all cases, adjunct/temporary faculty instructional and non-instructional assignments shall be temporary in nature, contingent on enrollment and funding, and subject to program changes, and no adjunct/temporary faculty member shall have reasonable assurance of continued employment at any point, irrespective of the status, length of service, or reemployment preference of that adjunct/temporary faculty member.

6.5.5.1 Assignment of Adjunct/Temporary Faculty: Course offerings/assignments are created to best serve the students. Full-time faculty are assigned courses/assignments first. The Division chairperson has the primary responsibility for determining adjunct assignments for any remaining courses/assignments and making those recommendations to the supervising vice-president.

Priority consideration for adjunct assignments shall follow the order of criteria shown below (accrual of all categories 1-5 beginning 7/1/17):

- 1) results of adjunct faculty evaluations
- 2) availability, willingness, and expertise of adjunct faculty for specific assignments
- 3) number of sections of a specific course or number of specific non-instructional assignments in the preceding three (3) years
- 4) number of courses taught by adjunct faculty within the subject area or number of non-instructional assignments in the preceding three (3) years
- 5) length of service by adjunct faculty to Taft College

The Office of Instruction shall maintain the following information and provide the Division chairpersons with updated information no later than the end of the first week of each semester. (Accrual of all categories 1-4 beginning 7/1/17)

- 1) results of adjunct faculty evaluations (satisfactory or unsatisfactory) by division
- 2) number of sections of a specific course or number of specific non-instructional assignments in the preceding three (3) years
- 3) number of courses taught by subject area and semester or number of non-instructional assignments in the preceding three (3) years
- 4) length of service to Taft College (date of first faculty assignment)

6.5.5.2 Appeal Process: If an adjunct/temporary faculty member believes that this procedure has been violated, he/she may file a grievance pursuant to article 8.2 of the collective bargaining agreement.

6.5.6 Face-to-Face Teaching in Correctional Institutions: Faculty is not required to teach at correctional institutions. Faculty who are willing to teach a course or courses on a semester basis must complete and maintain the certification requirements for each correctional institution to be eligible to teach face-to-face or provide related services at that institution. (The only exception would be faculty that have duties at the correctional facilities as part of their current job descriptions.)

Faculty will be paid at the appropriate adjunct hourly rate for approved and required time spent to complete and maintain certifications.

Faculty who teach face-to-face or provide related services in a correctional institution are eligible for mileage reimbursement as per the current Taft College mileage policy.

Assignments for faculty who have completed the certification requirements to teach or provide related services at correctional institutions will be made through the same process as other faculty assignments.

Certification requirements for each correctional institution will be available in the Office of Instruction. A list of certified faculty for each institution will be maintained by the Office of Instruction.

6.5.7 Teaching Dual Enrollment at local high schools in our district: Instructors who teach classes for Taft College (TC) in the local high school facilities may be adjunct instructors or full-time instructors. Instructors will not be mandated or compelled to accept a teaching assignment at the local high schools; this assignment is voluntary. Faculty who are willing to teach a course or courses will be assigned on a semester basis. Instructors will meet the Course Outline of Record (COR) for the TC course taught at the local high school. Hours related to the Dual Enrollment course that fall outside of the required COR hours and the TC academic calendar due to the high schools' schedules will be compensated at the adjunct rate. Dual enrollment assignments will count towards Taft College's 67% unit load if assigned to an adjunct instructor. Except as set forth in this Agreement, as with all TC courses all other terms and conditions of the CBA shall

remain unchanged, including evaluation procedures. Similarly, all board policies will be followed, and all federal regulations, including FERPA, will be maintained. Faculty members will be held harmless for any inadvertent violation.

*Faculty who teach face-to-face at a local feeder high school other than TUHS are eligible for mileage reimbursement as per the current Taft College mileage policy.

6.5.8 Teaching Dual Enrollment at high schools outside our WKCCD district service area: Instructors who teach classes for Taft College (TC) in the high school facilities may be adjunct instructors or full-time instructors. Instructors will not be mandated or compelled to accept a teaching assignment at the high schools outside our WKCCD district service area; this assignment is voluntary. Faculty who are willing to teach a course or courses will be assigned on a semester basis. Instructors will meet the Course Outline of Record (COR) for the TC course taught at the high school. Hours related to the Dual Enrollment course that fall outside of the required COR hours and the TC academic calendar due to the high schools schedules will be compensated at the adjunct rate. Hours outside of classroom instructional hours need to be preapproved by Taft College academic administration. Dual enrollment assignments will count towards Taft College's 67% unit load if assigned to an adjunct instructor. Except as set forth in this Agreement, as with all TC courses all other terms and conditions of the CBA shall remain unchanged, including evaluation procedures. Similarly, all board policies will be followed, and all federal regulations, including FERPA, will be maintained. Faculty members will be held harmless for any inadvertent violation.

6.5.8.1 Division chairs or designee will be compensated at the adjunct rate for hours required to complete the evaluations of these adjuncts and dual enrollment courses.

6.5.8.2 Discipline faculty selected to work with the adjunct instructors of these dual enrollment courses will be compensated at the adjunct rate for hours spent supporting the instruction of adjunct faculty. Faculty who are willing to work with the adjunct on these course or courses will be assigned on a semester/yearly basis.

6.5.8.3 For the above provisions compensable times will be hours spent directly performing the duties described above. Travel time is not included.

*Faculty who teach/facilitate/evaluate/mentor face-to-face at a high school other than TUHS are eligible for mileage reimbursement as per the current Taft College mileage policy.

6.6 Office Hours: Teaching faculty will schedule and be present for a total of five (5) hours per week at a time when classes are in session. Each faculty member shall develop an office hour schedule that is convenient both to the needs and schedules of their students and to the faculty member's teaching schedule.

6.6.1 An office hour shall not be less than sixty (60) clock minutes. Office hours shall be posted at the entrance to the faculty member's office and shall be entered into Banner for the Vice President of Instruction at the start of each semester.

6.6.2 As provided by Education Code §87880 and subject to continued state funding, a temporary faculty member who has an assigned teaching load of sixty percent (60%) or greater has the option to schedule and hold one and a half (1-1/2) paid office hours per week. A temporary faculty who has an assigned teaching load of forty percent (40%) and less than sixty percent (60%) has the option to schedule and hold one (1) paid office hour per week. A temporary faculty who has an assigned teaching load of twenty percent (20%) but less than forty percent (40%) has the option to schedule and hold one half hour (1/2) paid office per week.

6.7 **Division Chairs:** The duties and responsibilities of the Division Chairs shall be determined by the Taft College Faculty Collective Bargaining Committee and shall be listed in the Faculty Handbook.

6.8 **Faculty Evaluation Process:** The Faculty evaluation processes should be a collegial and positive opportunity for professional and personal development in order to promote excellence in instruction and service to students.

6.8.1 Procedure for Evaluation of Contract Faculty: Tenure track contract faculty members shall be evaluated annually during the first four years of employment. Non-tenure track contract faculty members shall be evaluated annually for duration of employment. Every contract faculty member will be evaluated in each area of contract responsibility. All evaluations will be conducted during the fall semester unless there are extenuating circumstances. Spring evaluations will only take place with prior approval by the Supervising Administrator.

The evaluation process document will be prepared and distributed to the Contract Faculty Member, Division Chair, Supervising Administrator and Supervising Assistant by the Human Resources Department (HRD) during the fall in-service. All evaluation forms are located in the Human Resources Department and on the HRD website.

The evaluation shall include: (see timeline)

1. Curriculum Packet (if applicable)
2. Peer and Supervising Administrator observations
3. Director of Distance Learning observation (if applicable)
4. Student evaluations (if applicable)
5. Self-evaluation
6. Peer evaluation
7. Supervising Administrator evaluation

Teaching Faculty	Non-Teaching Faculty Non-Counselor	Non-Teaching Faculty Counselor
Curriculum Packet		
Peer and Supervising	Peer and Supervising	Peer and Supervising

Administrator Observations	Administrator Observations	Administrator Observations
Director of Distance Learning observation (if applicable)		
Student Evaluations		Student Evaluations
Self-Evaluation	Self-Evaluation	Self-Evaluation
Peer Evaluation	Peer Evaluation	Peer Evaluation
Supervising Administrator Evaluation	Supervising Administrator Evaluation	Supervising Administrator Evaluation

Curriculum Packet

A teaching contract faculty member shall submit a complete curriculum packet to the Supervising Administrator and to the Division Chair for peer committee review and evaluation by the end of the 7th week of the fall semester, or for spring evaluations, by the end of the 2nd week of the spring semester. A complete curriculum packet consists of:

- a. syllabus
- b. sample lesson
- c. sample assignment
- d. sample assessment i.e., test or quiz.

Peer and Supervising Administrator Observation Process

A peer evaluation committee shall be determined by the end of the 7th week of the fall semester of each academic year. The Division Chair shall determine a peer evaluation committee consisting of the Division Chair and at least 2 faculty members for contract faculty members.

The Supervising Administrator (Superintendent/President and Vice Presidents) and each member of the peer evaluation committee shall conduct a classroom and/or workplace observation of at least one of the contract faculty members' sessions within the 8th to 16th weeks of the fall semester or, for spring evaluations, on or before the last day of the 5th week of the spring semester.

The Supervising Administrator and each peer evaluation committee member shall meet with the contract faculty member in person within five working days of the observation to discuss the observation and both parties shall sign and date the observation document at the conclusion of the meeting. The peer evaluation committee shall meet to formulate their comments and

recommendations and then forward a recommendation memo for retention, retention with qualification or non-retention and observation forms and other supporting documentation to the Supervising Administrator on or before the Friday of the second week of the January in-service for the fall semester or, for spring evaluations, on or before the Wednesday of the 7th week of the spring semester.

Director of Distance Learning Observation

The Director of Distance Learning shall contact the contract faculty member by the end of the 7th week of the fall semester or, for spring evaluations, by the end of the 1st week of the spring semester to determine which distance learning course the contract faculty member would like observed.

The Director of Distance Learning shall conduct an observation of the identified distance learning course within the 8th to 16th weeks of the fall semester or, for spring evaluations, within the 2nd to 5th weeks of the spring semester.

The Director of Distance Learning shall meet with the contract faculty member within five working days of the observation to discuss the observation. The Director of Distance Learning shall submit the completed observation form to the Division Chair and Supervising Administrator on or before the Friday of the 16th week of the fall semester or, for spring evaluations, on or before the Friday of the 5th week of the spring semester.

Student Evaluations

Teaching Faculty

The HRD will prepare and distribute the student evaluation process document and student evaluation packets for every face-to-face section the teaching contract faculty member teaches during the semester by the end of the 9th week of the fall semester, or for spring evaluations, by the end of the 1st week of the spring semester. The Distance Learning department will upload into Canvas the student evaluation document for every online section the teaching contract faculty member teaches during the semester by the end of the 9th week of the fall semester, or for spring evaluations, by the end of the 1st week of the spring semester. The Distance Learning department will notify the students that the evaluation form is available and that the due date for completion is on or before the Friday of the 13th week of the fall semester, or for spring evaluations, on or before the Friday of the 5th week of the spring semester.

The HRD will notify the teaching contract faculty member of the commencement of the student evaluation process and of the need to notify their students to complete evaluations. It is the contract faculty member's responsibility to ensure that student evaluations are completed in the applicable format.

For each face-to-face section taught by a contract faculty member, a person other than that contract faculty member will administer the evaluation instrument on or before the Friday of the 13th week of the fall semester or for spring evaluations, on or before the Friday of the 5th week of the spring semester. Exceptions may include but not be limited to short-term courses. The completed evaluations shall be turned into the Human Resources Department on or before the Friday of the 13th week of the fall semester or for spring evaluations, on or before the Friday of the 5th week of the spring semester.

Instructions Attached to the Face-to-Face Student Evaluation Packets

Instructions for Faculty Member:

1. The enclosed evaluations are to be completed by the Friday of the 13th week of the fall semester.
2. Please select a student to supervise the Instructor and Course evaluation process.
3. Review the instructions listed below with the Student Supervisor. The Faculty Member shall leave the room while the students are completing the evaluations.

Instructions for Student Supervisor:

1. Distribute an evaluation form to each student in the class.
2. Read the following instructions to the class aloud:

“In a continuing effort to improve instruction at Taft College, you are asked to take about ten minutes to complete an evaluation on your instructor and course. The results of this evaluation will be used by the instructor as feedback to determine his/her strengths and weaknesses as assessed by the student. No instructor will see the results of this evaluation until this semester is completed and all grades have been turned in to the Record’s Office.”

3. Upon completion of the evaluation by your fellow students, place the completed evaluation forms in the tamper resistant envelope, SEAL and SIGN YOUR NAME OVER THE SEAL in the presence of the class. Immediately return the sealed envelope to your instructor, who will return the sealed envelope to the Human Resources Department or HRD mailbox by the deadline.

For each distance learning section taught by the contract faculty member, the completed student evaluations will be returned to the distance learning department and the distance learning department will forward the evaluations to the Human Resources Department on or before the Friday of the 13th week of the fall semester or for spring evaluations, on or before the Friday of the 5th week of the spring semester.

Non-Teaching Faculty Non-Counselor

(student evaluations not applicable)

Non-Teaching Faculty Counselor

The HRD will provide the student evaluation documents to the front desk counseling center staff by the Monday of the 1st week of the fall or spring semester for dissemination between the 1st through 13th weeks of the fall semester or for spring evaluations between the 1st and 5th weeks of the spring semester. The completed evaluations shall be turned into the Human Resources Department on or before the Friday of the 13th week of the fall semester or for spring evaluations, on or before the Friday of the 5th week of the spring semester.

Under the direction of the Human Resources Department, the student evaluation documents shall be scanned into an electronic file for each faculty member. The HRD will forward the student evaluation results to the Supervising Administrator and Division Chair. The Supervising Administrator will distribute the student evaluation results to the contract faculty member once final grades are submitted.

Self-Evaluation

Faculty members must complete a self-evaluation for each area of contract responsibility. The self-evaluation will include a written evaluation to address areas outlined in the teaching and non-teaching

faculty self-evaluation guidelines. The self-evaluation is due to the Supervising Administrator and to the Division Chair for peer committee review on or before the 1st day of the 2nd week of the January in-service for the fall semester, or for spring evaluations, on or before the Friday of the 6th week of the spring semester.

Peer Evaluation

The peer evaluation committee shall meet to formulate their comments and recommendations and then forward a recommendation memo for retention, retention with qualification or non-retention and observation forms and other supporting documentation to the Supervising Administrator on or before the Friday of the second week of the January in-service for the fall semester or, for spring evaluations, on or before the Wednesday of the 7th week of the spring semester.

Supervising Administrator Evaluation

After the Supervising Administrator (Superintendent/President and Vice Presidents) reviews the Peer Evaluation Committee’s recommendation and documentation, an appointment will be arranged by the office of the Supervising Administrator to discuss the evaluation with the contract faculty member on or before the last Friday of January for the fall semester or, on or before the Friday of the 7th week of the spring semester.

The Supervising Administrator’s recommendation for retention, retention with qualification or non-retention to the Superintendent/President and supporting documentation is due to the Human Resources Department on or before the last Friday of January for the fall semester or, for spring evaluations, on or before the Friday of the 7th week of the spring semester.

In the event the evaluation yields retention with qualification, the Peer Evaluation Committee and Supervising Administrator, in coordination with the Human Resources Department, will outline the areas of concern in a separate document by the end of March and progress will be addressed in the next evaluation.

Contract Faculty Evaluation Timeline Fall Semester	
Document	Deadline
Curriculum Packet (if applicable)	End of the 7 th week of the semester to the Division Chair and Supervising Administrator
Classroom or Workplace Observations	Within the 8 th to 16 th weeks of the semester
Distance Learning Observation (if applicable)	Within the 8 th to 16 th weeks of the semester

Student Evaluations (if applicable)	HRD & DL disseminate by end of the 9 th week of the semester; Student completion within the 10 th to 13 th weeks of the semester For counselors HRD disseminates within the 1 st to 13 th weeks of the semester; Student completion by end of the 13 th week
Self-Evaluation	On or before the 1 st day of the 2 nd week of the Jan. in-service to the Division Chair and Supervising Administrator
Peer Evaluations	On or before the Friday of the 2 nd week of the Jan. in-service to the Supervising Administrator
Supervising Administrator Evaluations	On or before the last Friday in January to the Human Resources Department

Contract Faculty Evaluation Timeline Spring Semester	
Document	Deadline
Curriculum Packet (if applicable)	End of the 2 nd week of the semester to the Division Chair and Supervising Administrator
Classroom or Workplace Observations	Within the 2 nd to 5 th weeks of the semester
Distance Learning Observation (if applicable)	Within the 2 nd to 5 th weeks of the semester
Student Evaluations (if applicable)	HRD & DL disseminate by end of the 1 st week of semester; Student completion within the 2 nd to 5 th weeks of the semester

	For counselors HRD disseminates within the 1 st to 5 th weeks of the semester; Student completion by end of the 5 th week
Self-Evaluation	On or before the Friday of the 6 th week to the Division Chair and Supervising Administrator
Peer Evaluations	On or before the Wednesday of the 7 th week to the Supervising Administrator
Supervising Administrator Evaluations	On or before the Friday of the 7 th week to the Human Resources Department

6.8.2 Procedure for Evaluation of Tenured Faculty: Tenured faculty members (professors) shall be evaluated every third year upon attaining tenure. Each professor will be evaluated in each area of contract responsibility. All evaluations will be conducted during the fall semester unless there are extenuating circumstances.

The evaluation process document will be prepared and distributed to the professor, Division Chair, Supervising Administrator and Supervising Assistant by the Human Resources Department (HRD) during the fall in-service. All evaluation forms are located in the Human Resources Department and on the HRD website.

The evaluations shall include:

1. Student evaluations (if applicable)
2. Self-evaluation
3. Peer Evaluation and Statement of Compliance
4. Supervising Administrator Evaluation Meeting

Tenured Faculty (Professor)
Student Evaluations (if applicable)
Self-Evaluation
Peer Evaluation and Statement of Compliance
Supervising Administrator Evaluation Meeting

Student Evaluations

The HRD will prepare and distribute the student evaluation process document and student evaluation packets for every face-to-face section the professor teaches during the semester by the end of the 9th week of the fall semester. The Distance Learning department will upload into Canvas the student evaluation document for every online section the professor teaches during the semester by the end of the 9th week of the fall semester. The Distance Learning department will notify the students that the evaluation form is available and that the due date for completion is on or before the Friday of the 13th week of the fall semester. The HRD will notify the professor of the commencement of the student evaluation process and of the need to notify their students to complete evaluations. It is the professor's responsibility to ensure that student evaluations are completed in the applicable format.

For each face-to-face section taught by the professor, a person other than that professor will administer the evaluation instrument on or before Friday of the 13th week of the fall semester. The completed evaluations shall be turned into the Human Resources Department on or before Friday of the 13th week of the fall semester. For each online section taught by the professor, the completed student evaluations will be returned to the distance learning department and the distance learning department will forward the evaluations to the Human Resources Department on or before Friday of the 13th week of the fall semester.

Instructions Attached to the Face-to-Face Student Evaluation Packets

Instructions for Faculty Member:

1. The enclosed evaluations are to be completed by the Friday of the 13th week of the fall semester.
2. Please select a student to supervise the Instructor and Course evaluation process.
3. Review the instructions listed below with the Student Supervisor. The Faculty Member shall leave the room while the students are completing the evaluations.

Instructions for Student Supervisor:

1. Distribute an evaluation form to each student in the class.
2. Read the following instructions to the class aloud:

"In a continuing effort to improve instruction at Taft College, you are asked to take about ten minutes to complete an evaluation on your instructor and course. The results of this evaluation will be used by the instructor as feedback to determine his/her strengths and weaknesses as assessed by the student. No instructor will see the results of this evaluation until this semester is completed and all grades have been turned in to the Record's Office."

3. Upon completion of the evaluation by your fellow students, place the completed evaluation forms in the tamper resistant envelope, SEAL and SIGN YOUR NAME OVER THE SEAL in the presence of the class. Immediately return the sealed envelope to your instructor, who will return the sealed envelope to the Human Resources Department or HRD mailbox by the deadline.

Non-Teaching Faculty Non-Counselor

(student evaluations not applicable)

Non-Teaching Faculty Counselor

The HRD will provide the student evaluation documents to the front desk counseling center staff by the Monday of the 1st week of the fall semester for dissemination between the 1st through 13th weeks of

the fall semester. The completed evaluations shall be turned into the Human Resources Department on or before the Friday of the 13th week of the fall semester.

Under the direction of the Human Resources Department, the student evaluation documents shall be scanned into an electronic file for each professor. The HRD will forward the student evaluation results to the Supervising Administrator and Division Chair. The Supervising Administrator will distribute the student evaluation results to the professor once final grades are submitted.

Self-Evaluation

A professor shall submit a complete self-evaluation packet to the Supervising Administrator on or before the 2nd Friday in March. A complete self-evaluation packet consists of a written evaluation indicating strengths and areas of improvement. The self-evaluation will include a written evaluation to address the four general areas outlined below:

Teaching Faculty	Non-Teaching Faculty
Subject Matter	Accomplishments
Methodology	Professional Development
Professional Relations	Professional Relations
Growth Plan	Growth Plan

Peer Evaluation and Statement of Compliance

A professor shall select 3 peer committee members of their choice. Each peer committee member reviews the professor’s self-evaluation materials and provides feedback to the professor and signs the Statement of Compliance form on or before the first Friday in March.

Supervising Administrator Evaluation Meeting

After the Supervising Administrator reviews the professor’s evaluation materials, an appointment will be arranged by the office of the Supervising Administrator to discuss the evaluation with the tenured faculty member on or before the 3rd Friday in May.

The Supervising Administrator shall complete their portion of the Statement of Compliance form and send with supporting documentation to the Human Resources Department on or before the last Friday in May.

Tenured Faculty Evaluation Timeline	
Fall Semester	
Document	Deadline
Student Evaluations (if applicable)	HRD & DL disseminate by end of the 9 th week of semester; Student completion within the

	10 th to 13 th weeks of the semester For counselors HRD disseminates within the 1 st to 13 th weeks of the semester; Student completion by end of the 13 th week
Peer Evaluation and Statement of Compliance	On or before the first Friday of March
Self-Evaluation	On or before the 2 nd Friday of March to the Supervising Administrator
Supervising Administrator Evaluation	On or before the 3 rd Friday in May to the Human Resources Department

6.8.3 Procedure for Evaluation of Adjunct Faculty: Adjunct Faculty members shall be evaluated for a minimum of one class section per discipline for the first two semesters of teaching. From the third semester onward, if any *new* disciplines are taught, the Adjunct Faculty member shall be evaluated a minimum of one class section per discipline. After the first two semesters, the Adjunct Faculty member shall be evaluated a minimum of once every third calendar year of teaching.

Adjunct Counselors shall be evaluated for a minimum of one counseling session for the first two semesters of counseling. From the third semester onward, if working in a new or different program, the Adjunct Counselor shall be evaluated a minimum of one counseling session in the new or different program. After the first two semesters, the Adjunct Counselor shall be evaluated a minimum of once every third calendar year for the duration of employment.

The evaluation process document will be prepared and distributed to the Adjunct Faculty member, Division Chair, Supervising Administrator and Supervising Assistant by the Human

Resources Department (HRD) during the fall or spring in-service. All evaluation forms are located in the Human Resources Department and on the HRD website.

The evaluation shall include:

1. Curriculum Packet (if applicable)
2. Division Chair (or designee) and Supervising Administrator (or designee) observations
3. Director of Distance Learning observation (if applicable)
4. Student evaluations (if applicable)
5. Division Chair (or designee) evaluation and Division Chair recommendation
6. Supervising Administrator (or designee) evaluation and Supervising Administrator recommendation

Teaching Adjunct Faculty	Non-Teaching Adjunct Counselor
Curriculum Packet	
Division Chair (or designee) and Supervising Administrator (or designee) Observations	Division Chair (or designee) and Supervising Administrator (or designee) Observations
Director of Distance Learning Observation (if applicable)	
Student Evaluations	Student Evaluations
Division Chair (or designee) Evaluation and Division Chair Recommendation	Division Chair (or designee) Evaluation and Division Chair Recommendation
Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation	Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation

Curriculum Packet

A teaching Adjunct Faculty member shall submit a complete curriculum packet to the Supervising Administrator and to the Division Chair for review and evaluation by the end of the 7th week of the semester. A complete curriculum packet consists of:

- a. syllabus
- b. sample lesson

- c. sample assignment
- d. sample assessment i.e., test or quiz.

Division Chair (or designee) and Supervising Administrator (or designee) Observation Process

The Supervising Administrator (or designee) and Division Chair (or designee) shall conduct a classroom and/or workplace observation of at least one of the Adjunct Faculty member's sessions within the 8th to 16th weeks of the fall or spring semester.

The Supervising Administrator (or designee) and Division Chair (or designee) shall meet with the Adjunct Faculty member in person within five working days of the observation to discuss the observation and both parties shall sign and date the observation document at the conclusion of the meeting.

Director of Distance Learning Observation

The Director of Distance Learning shall contact the Adjunct Faculty member by the end of the 7th week of the fall or spring semester to determine which distance learning course the Adjunct Faculty member would like observed.

The Director of Distance Learning shall conduct an observation of the identified distance learning course within the 8th to 16th weeks of the fall or spring semesters.

The Director of Distance Learning shall meet with the Adjunct Faculty member within five working days of the observation to discuss the observation. The Director of Distance Learning shall submit the completed observation form to the Division Chair and Supervising Administrator on or before the Friday of the 16th week of the fall or spring semester.

Student Evaluations

Adjunct Faculty Teaching

The HRD will prepare and distribute the student evaluation process document and student evaluation packets for every face-to-face section the Adjunct Faculty member teaches during the semester by the end of the 9th week of the fall or spring semester. The Distance Learning department will upload into Canvas the student evaluation document for every online section the Adjunct Faculty member teaches during the semester by the end of the 9th week of the fall or spring semester. The Distance Learning department will notify the students that the evaluation form is available and that the due date for completion is on or before the Friday of the 13th week of the fall or spring semester.

The HRD will notify the Adjunct Faculty member of the commencement of the student evaluation process and of the need to notify their students to complete evaluations. It is the Adjunct Faculty member's responsibility to ensure that student evaluations are completed in the applicable format. For each face-to-face section taught by a Adjunct Faculty member, a person other than that Adjunct Faculty member will administer the evaluation instrument on or before the Friday of the 13th week of the fall or spring semester. The completed evaluations shall be turned into the Human Resources Department on or before the Friday of the 13th week of the fall or spring semester.

Instructions Attached to the Face-to-Face Student Evaluation Packets

Instructions for Faculty Member:

1. The enclosed evaluations are to be completed by the Friday of the 13th week of the fall semester.
2. Please select a student to supervise the Instructor and Course evaluation process.
3. Review the instructions listed below with the Student Supervisor. The Faculty Member shall leave the room

while the students are completing the evaluations.

Instructions for Student Supervisor:

1. *Distribute an evaluation form to each student in the class.*
2. *Read the following instructions to the class aloud:*

“In a continuing effort to improve instruction at Taft College, you are asked to take about ten minutes to complete an evaluation on your instructor and course. The results of this evaluation will be used by the instructor as feedback to determine his/her strengths and weaknesses as assessed by the student. No instructor will see the results of this evaluation until this semester is completed and all grades have been turned in to the Record’s Office.”

3. *Upon completion of the evaluation by your fellow students, place the completed evaluation forms in the tamper resistant envelope, SEAL and SIGN YOUR NAME OVER THE SEAL in the presence of the class. Immediately return the sealed envelope to your instructor, who will return the sealed envelope to the Human Resources Department or HRD mailbox by the deadline.*

For each distance learning section taught by the Adjunct Faculty member, the completed student evaluations will be returned to the distance learning department and the distance learning department will forward the evaluations to the Human Resources Department on or before the Friday of the 13th week of the fall or spring semester.

Adjunct Faculty Counselors

The HRD will provide the student evaluation documents to the front desk counseling center staff by the Monday of the 1st week of the fall or spring semester for dissemination between the 1st through 13th weeks of the fall or spring semester. The completed evaluations shall be turned into the Human Resources Department on or before the Friday of the 13th week of the fall or spring semester.

Under the direction of the Human Resources Department, the student evaluation documents shall be scanned into an electronic file for each Adjunct Faculty member. The HRD will forward the student evaluation results to the Supervising Administrator and Division Chair. The Supervising Administrator will distribute the student evaluation results to the Adjunct Faculty member once final grades are submitted.

Division Chair (or designee) Evaluation and Division Chair Recommendation

The peer evaluation form, from the Division Chair (or designee), is due to the Supervising Administrator on or before the Friday of the 16th week of the fall or spring semester. The Division Chair recommendation memo is due to the Supervising Administrator on or before the Friday of the 16th week of the fall or spring semester.

Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation

The Supervising Administrator reviews the observation documents and Division Chair recommendation memo and then makes a recommendation for eligible for re-employment, eligible for re-employment with qualification, or not eligible for re-employment. The Supervising Administrators recommendation and supporting documents are due to the Human Resources Department on or before the Friday of the 17th week of the fall or spring semesters.

Adjunct Faculty Evaluation Timeline Fall Semester	
Document	Deadline
Curriculum Packet (if applicable)	End of the 7 th week of the semester to the Division Chair and Supervising Administrator
Classroom or Workplace Observations	Within the 3 rd to 7 th weeks of the semester for short-term classes Within the 8 th to 16 th weeks of the semester
Distance Learning Observation (if applicable)	Within the 3 rd to 7 th weeks of the semester for short-term classes Within the 8 th to 16 th weeks of the semester
Student Evaluations (if applicable)	HRD & DL disseminate by end of the 3 rd week of semester; Student completion within the 4 th to 8 th weeks of the semester for short-term classes HRD & DL disseminate by end of the 9 th week of semester; Student completion within the 10 th to 13 th weeks of the semester For counselors HRD disseminates within the 1 st to 13 th weeks of the semester; Student completion by end of the 13 th week
Division Chair (or designee) Evaluation Division Chair Recommendation	On or before the Friday of the 16 th week of the semester to the Supervising Administrator

Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation	On or before the Friday of the 17 th week of the semester to the Human Resources Department
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Adjunct Faculty Evaluation Timeline Spring Semester	
Document	Deadline
Curriculum Packet (if applicable)	End of the 7 th week of the semester to the Division Chair and Supervising Administrator
Classroom or Workplace Observations	Within the 3 rd to 7 th weeks of the semester for short-term classes Within the 8 th to 16 th weeks of the semester
Distance Learning Observation (if applicable)	Within the 3 rd to 7 th weeks of the semester for short-term classes Within the 8 th to 16 th weeks of the semester
Student Evaluations (if applicable)	HRD & DL disseminate by end of the 3 rd week of semester; Student completion within the 4 th to 8 th weeks of the semester for short-term classes HRD & DL disseminate by end of the 9 th week of semester; Student completion within the 10 th to 13 th weeks of the semester For counselors HRD disseminates within the 1 st to 13 th weeks of the semester; Student completion by end of the 13 th week

Division Chair (or designee) Evaluation Division Chair Recommendation	On or before the Friday of the 16 th week of the semester to the Supervising Administrator
Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation	On or before the Friday of the 17 th week of the semester to the Human Resources Department

Appeal Process

If any Faculty members under sections 6.8.1-6.8.3 believe that the evaluation process has been violated, he/she may file a grievance pursuant to article 8.2 of the collective bargaining agreement.

6.9 Security Video Monitoring and Surveillance Technology: Video monitoring will not be used to view or record workstations, including private offices, desks or cubicles, classrooms, or rooms where students, staff and/or faculty commonly work, study, or hold discussions, living areas, or other common-use areas where a reasonable expectation of privacy exists.

Video and access control security records will not be used for purposes related to the evaluation of employee job performance, nor will they be used as a means to track employee attendance and/or as a timekeeping record. However, the District may use such records in support of disciplinary proceedings against faculty, staff, or student(s), in a civil suit against person(s) whose activities are shown on the recording and are the basis for the suit. The Director of Campus Security or an authorized District administrator shall only perform review of video records, with a good faith reason for review.

Security cameras will not be monitored in real time with the exception of those located in the Campus Safety and Security office; as an immediate response to the report of criminal activity on campus; suspicious behavior or in the course of an ongoing investigation of criminal activity. Cameras shall only be reviewed and monitored by the Director of Campus Security or an authorized District administrator with a good faith reason for the review, with the following exceptions:

1. Bookstore public retail areas may be monitored in real time by Bookstore employees;
2. Cougar Café food service areas may be monitored in real time by Café employees;
3. Child Development Center classrooms may be observed in real time as an instructional activity in alignment with Early Childhood Education curriculum under the direction and supervision of appropriate faculty and/or Child Development Center staff.
4. Dental Hygiene reception and storage area.

Information obtained in violation of the District’s campus security camera policy may not be used in a disciplinary proceeding (with the exception of alleged criminal activity) against a

faculty member. It is not the intent of the policy to use security cameras for the monitoring of faculty or employees for disciplinary purposes, performance evaluations, or corrective action.

The District will provide a 10-day written notice to the President and Vice-President of the Faculty Association of proposed installation of new cameras. The Faculty Association will notify the Administration within 10 days if they believe the new cameras are not in compliance with the campus security camera policy prior to the cameras being activated.

The District will provide a 10-day written notice to the President and Vice-President of the Faculty Association of any proposed changes to the campus security camera policy or if any new security or surveillance technology is to be installed or activated by the District.

6.10 **Academic Freedom and Responsibility**

The District and the TCFA agree that academic freedom is essential to the teaching-learning process. The fundamental need is acknowledged to protect faculty from any censorship or restraint which might interfere with their obligation to pursue truth in the performance of their teaching function. Academic freedom affords faculty the right to speak freely, pursue research, and write, all without unreasonable restrictions or prejudices, and to evaluate and be evaluated fairly and objectively, based upon academic merit.

The District, the College, and the unit member will adhere to the following regarding academic freedom in conjunction with BP 4030.

1. To assure the academic integrity of the teaching-learning process, faculty members distinguish between personal convictions and professionally accepted views in a discipline. They present data and information fairly and objectively.
2. Faculty members shall be free to exercise academic freedom, including freedom of investigation, freedom of discussion in the classroom related to the subject matter of instruction or the faculty member's subject matter expertise, freedom to select texts and other instructional materials (per District policy and procedures), freedom of assignment of instructional exercises, and freedom of evaluation of student efforts.
3. Faculty members acknowledge that in the exercise of academic freedom they have a responsibility to be accurate and comprehensive in assessment and reports, to be fair-minded in making interpretations and judgments, to respect the freedoms of other persons, to exclude irrelevant matters from classroom discussions and instructional exercises, and to make appropriate distinctions between statements of fact made as faculty subject matter specialists and opinions held as private citizens.
4. The District recognizes the right of the faculty member to be free from District censorship which might interfere with the faculty member's obligation to pursue truth and maintain the faculty member's intellectual integrity in the performance of teaching functions.

5. As a member of a learned profession and an officer of an educational institution, a faculty member holds a special position in the community that imposes special obligations. The public may judge the profession and the District by the faculty member's utterances. Therefore, the faculty member should make every effort to meet community standards of honesty, respect, and restraint, to meet professional standards of accuracy, and to make clear that the faculty member is not an institutional spokesperson.

ARTICLE 7: COMPENSATION & BENEFITS

7.1 Benefits

- 7.1.1 Insurance Benefits: The District shall provide health and welfare benefits for active full time faculty members and their eligible dependents as follows: Payment of monthly premiums for District Options Plan D or G to include medical, prescription, employee assistance program (EAP), vision, dental with orthodontia and life insurance coverage. Active full-time faculty members and their eligible dependents may select District Option Plan A, however, the full-time faculty member shall pay the difference in cost between Plans A and D by monthly payroll deductions through the District's Section 125 plan. Further details regarding the health insurance benefits are described in Appendix F.
- 7.1.2 Dependent Priority Registration: Priority registration (Placement in Group 2-1) is given to dependent(s) as defined by SISC, with priority registration extending beyond SISC eligibility for dependents who hold catalog rights from when they were SISC eligible. These priority registration rights are open to dependents as long as the qualifying employee maintains full time employment status with the District during the priority registration period.

7.2 Faculty Salary Schedule: Placement on the Faculty Salary Schedule shall be based on earned college degrees and acceptable units of post-baccalaureate work. (see appropriate Salary Schedule - Appendix B1, B2, or B3)

- 7.2.1 In moving from one class to another, a faculty member will move laterally on the schedule to the next step (reflective of total service credit) in the new class.
- 7.2.2 Rules governing classification and placement of Vocational Instructors will be consistent with Title 5 and "Minimum Qualifications for Faculty & Administrators in California Community Colleges;" publication. (H.R. Div., CCC Chancellor's Office)
- 7.2.3 Service Credit: A service credit step shall be defined as one year of teaching experience and a recorded attendance of at least 75% of the two eligible committees to which the

faculty member has been assigned, from the beginning of the school year in August through April 30th or a service credit step shall be defined as one (1) year of teaching experience and recorded attendance of at least 75% of the one (1) eligible committee to which the faculty member has been assigned and completion of at least 75% of approved alternative committee service from the beginning of the school year in August through April 30th.

An eligible committee is defined as an AEER approved committee that is scheduled to meet once a month or a minimum of ten (10) hours during the academic year. Alternative Committee Service is defined to be a minimum of ten (10) hours of mutually agreed upon service to the District. Alternative Committee Service must be pre-approved by the Supervising Educational Administrator and completed by the end of each academic year.

7.2.3.1 The Academic Senate President, the Vice President of Instruction, and/or the Vice President of Student Services shall jointly assign each faculty member to one (1) or two (2) eligible committees as defined in the faculty handbook, in order to satisfy this service credit requirement.

7.2.3.1.1 Each faculty member's committee assignments shall be listed on the faculty member's assignment sheet at the beginning of each semester.

7.2.3.1.2 All chairpersons of Taft College committees to which faculty members are assigned shall record the attendance of committee meetings and will provide a copy to the Office of Instruction by April 30th of each year.

7.2.3.1.3 It shall be the responsibility of each faculty member to ensure that his or her committee attendance is recorded.

7.2.3.1.4 A faculty member may serve on more than two (2) committees on a volunteer basis.

7.2.3.1.5 Each faculty member shall automatically be credited with one (1) step of service credit for each year of experience under contract unless the AEER committee shall determine that the faculty member has not met the service credit requirements for that year by:

1. Failure to teach the assigned load as listed on the assignment sheet,
or
2. Failure to attend at least 75% of all committee meetings that the faculty member is assigned to and as listed on the assignment sheet, or
3. Failure to complete at least 75% of approved Alternative Committee Service.

7.2.3.1.6 Any faculty member denied service credit shall be ineligible for overload assignment for the next school year.

7.2.3.2 Accelerated Service: Accelerated service credit may be granted to Step 24 on the salary schedule as per paragraph 7.2.3.2.1. A faculty member will be placed on the appropriate service step based upon attainment of the requisite years of service.

7.2.3.2.1 Accelerated movement to Step 24 based on professional growth is an option for each faculty member. Accelerated movement may be achieved by completion of twelve (12) professional growth units to Step 24 provided by the District or a combination of in-service classes plus approved college level work, or by completion of approved college level work. A faculty member must satisfy the unit requirement by completing twelve (12) professional growth units, while the faculty member is in Class VII, Steps 4-17 for advancement to Step 24. When a faculty member completes the unit requirement and a complete academic year on Step 18, advancement to Step 24 shall be granted effective at the beginning of the employee's contract year.

7.2.3.3 The District will offer a three (3) semester unit in-service class for salary schedule or service credit each year during the term of this contract.

7.2.3.3.1 Excess credit may be applied to change in class where appropriate.

7.2.3.4 As set forth in this section, the following may constitute a satisfactory equivalent for the required college work. A satisfactory equivalent may be in the fields of travel, research, community service, work experience including college summer school teaching or In-Service training. Only in exceptional cases will this substitution fulfill all the college credit required.

7.2.3.4.1 Travel: Only trips of outstanding educational value will be considered.

7.2.3.4.2 Research: Includes work such as fact-finding in connection with gathering materials for publishing professional books, articles, etc., new course development or educational studies assigned by the Superintendent/President.

7.2.3.4.3 Community Service: Outstanding leadership in community affairs, which not only makes a real contribution to the community and the institution, but increases one's value as a faculty member.

7.2.3.4.4 Work Experience: Only work experience of outstanding educational value in related fields will be considered.

7.2.3.4.5 In-Service Training: Approved In-Service Training may be accepted.

7.2.3.4.6 Continuing Education Units: Approved pursuant to the AEER committee guidelines. One CEU Credit (10 hours class time) = 1/3 semester unit. **In evaluating private instruction, 50 hours of instruction and practice are considered equivalent to one unit.

7.2.3.5 To request approval for salary credit units during the fall and spring semesters, a Salary Credit Request Form must be submitted to the appropriate supervising

administrator no later than 5 business days after the first day the faculty member begins salary credit activities. The supervising administrator will notify the faculty member within 5 business days whether the request was approved or denied. Evidence of successful completion of approved salary credit activities must be submitted to the Human Resources Department on or before May 31 of the year in which the faculty member plans to apply the salary credit.

7.2.3.6 To request approval for salary credit units from June 1 to the Friday prior to the fall semester, a Salary Credit Request Form must be submitted to the appropriate supervising administrator no later than 5 business days after the first day the faculty member begins salary credit activities. The supervising administrator will notify the faculty member within 5 business days whether the request was approved or denied. Evidence of successful completion of approved salary credit activities must be submitted to the Human Resources Department on or before the Friday prior to the fall semester.

7.2.3.7 The Human Resources Department shall provide each full-time faculty member a report detailing their total salary credit units on or before May 10 of each academic year.

7.2.3.8 Professional Development Hours for Temporary (Adjunct) Faculty

Temporary (adjunct) faculty (excluding permanent, full-time faculty teaching overload, management and classified adjuncts) are eligible to earn professional development hours during any Fall or Spring semester they have a teaching assignment with the District. Professional development hours must be pre-approved by submitting the professional development form to the temporary faculty member's supervising Vice-President. The number of eligible paid professional development hours per semester is based on the number of hours a temporary faculty member teaches per week. If a temporary faculty member's load equals 9 hours per week, then up to 9 hours of professional development can be paid per semester. Professional development hours are compensated during the final pay period of each semester. If a temporary faculty member earns more professional development hours during one semester than their load, the excess hours can be banked for up to one year and paid out during subsequent semesters, provided the temporary faculty member has a teaching assignment with the District.

Temporary (adjunct) faculty (excluding permanent, full-time faculty teaching overload, management and classified adjuncts) are eligible to earn professional development hours during any Fall or Spring semester they have a counseling assignment with the District. Professional development hours must be pre-approved by submitting the professional development form to the temporary faculty member's supervising Vice-President. The number of eligible paid professional development hours per semester is based on the number of hours a temporary faculty member is working as an adjunct counselor per week. (See table below). If a temporary counseling faculty member is employed greater than 14 hours but less than or equal to 21 hours per week, then up to 6 hours of professional development can be paid per semester. Professional development hours are compensated during the final pay period of each semester. If a

temporary counseling faculty member earns more professional development hours during one semester than they are eligible for, the excess hours can be banked for up to one year and paid out during subsequent semesters, provided the temporary faculty member has a counseling assignment with the District.

Adjunct Counselor Hours	Eligible Professional Development Hours
$28 < x \leq 35$	10
$21 < x \leq 28$	8
$14 < x \leq 21$	6
$7 < x \leq 14$	4
$0 < x \leq 7$	2

Examples of eligible professional development activities and the form are available on the Taft College website under the Faculty resources tab.

7.2.4 Persons Entering the System: A first-year member will be initially placed within a classification according to the maximum academic coursework achievement at the time they enter the service of the West Kern Community College District. Advancement in classification (lateral movement on the salary schedule) may be achieved by taking the additional work necessary to meet the qualifications of the next higher class.

7.2.4.1 Related experience (other than that referred to in 7.2.2) previous to employment by the West Kern Community College District shall be credited on the basis of year for year actual experience time up to eight (8) steps on the salary schedule.

7.2.4.2 All degrees and units shall be from an accredited institution.

7.2.4.3 Exception upward to the regular schedule may be made at the discretion of the District when supply and demand or other conditions make it advisable.

7.2.5 Prior Experience or Professional Training: A faculty member who claims prior experience or professional training shall be responsible for obtaining official statements and records for the District. The District will evaluate the statements and records. The faculty member shall substantiate all credits to be applied for salary placement purposes during the following year by providing transcripts of record to the District.

7.2.5.1 Credit for military service will be given to those faculty members who met minimum qualifications prior to entering military service. Credit shall be given at the rate of one year's credit for two years of military service.

7.2.6 Persons Teaching Adjunct/Overload: A first year adjunct and full-time faculty member teaching an overload assignment, will initially be placed on Step 1 of the Hourly Rate portion of the Extra Duty Compensation Faculty Salary Schedule, Appendix B-1. The regular and temporary faculty member shall teach two (2) semesters prior to advancing to the next Step.

7.2.6.1 Related experience previous to employment by the West Kern Community College District shall be credited on the basis of a year for year actual experience time up to Step 3 on the Hourly Rate portion of the Extra Duty Compensation Faculty

Salary Schedule, Appendix B-1. Related experience can be prior teaching experience or professional/industry experience related to the subject being taught.

7.3 Faculty Salaries: The salary schedules for regular and temporary faculty are attached to this Agreement as Appendix B1, B2 and B3.

7.3.1 To establish a salary schedule effective July 1st of each contract year, the Compensation Study (Frey Report) issued in the same contract year will be used to set the minimum salary schedule increase by averaging the non-doctorate maximum at step 20 matrix, ranks 30-36 as compared to step 18 in the most current TC salary schedule. The goal is to target salaries at a future rank of 36.

7.3.2 Step and column increases shall be granted as of each July 1 for the term of this Agreement.

7.3.3 A faculty member who is appointed to an extra-duty assignment that is in addition to the faculty member's regular assigned workload shall be compensated in accordance with the applicable provisions of Appendix B-1. The District reserves the right to compensate a faculty member for an extra-duty assignment by reducing the faculty member's regular assigned teaching load or other job assignment, provided the load reduction dollar factor shall be not less than the stipend amount.

7.3.4 A faculty member who is employed on an eleven (11) month or twelve (12) month contract shall be paid based on Appendix B-2 or B-3, as appropriate.

7.3.5 A faculty member who is assigned in excess of thirty (30) equated semester hours in an academic year will be compensated on the hourly rate schedule in Appendix B-1.

7.3.6 Adjunct Faculty Course Outline of Record Development Assignment: Adjunct Faculty assigned to make minor revisions to Course Outline of Record (COR) shall be compensated 3 hours on the hourly rate schedule in Appendix B-1. Adjunct Faculty assigned to make major revisions to existing COR or development of new COR shall be compensated 5 hours on the hourly rate schedule in Appendix B-1. The Vice President of Instruction and the appropriate Division Chair shall determine the COR classification: 1) major; or 2) minor.

7.3.7 Club Advisor Stipends: One (1) full-time or adjunct faculty member per club, up to a maximum of eleven (11) clubs, excluding ASB, PTK and DHC, will be compensated as listed on the extra duty page B-1 per academic year utilizing the process as described in the Faculty Handbook.

7.3.8 Division Chairperson Annual Stipends: Division Chairpersons will receive 20% release time for purposes of performing the Division Chairperson duties. Division Chairpersons shall also receive an annual stipend, paid monthly. The stipend is based upon the total full-time equivalent teaching faculty ("FTEF"), including adjunct faculty, in the chairperson's division.

7.3.8.1 Effective July 1, 2015 the Division Chairperson Annual Stipends will be as follows:

FTEF	Stipend Amount
------	----------------

0-10	See Extra Duty Page B-1
>10-20	See Extra Duty Page B-1
>20+	See Extra Duty Page B-1

7.3.8.2 FTEF will be recalculated by March 1 each year by the Office of Instruction by adding the previous calendar year’s spring, summer and fall FTEF and dividing by two (2) for the purpose of determining the stipend amount for the following fiscal year.

7.4 Retiree Health Benefits Program: The District shall make a contribution for the health benefit program on behalf of a regular faculty member who has retired from District employment into the State Teachers Retirement System (“STRS”) or Public Employees Retirement System (“PERS”) as follows:

	Employee Hire Date			
	On or Before 8/15/2002	8/16/2002 - 4/30/2010	On or After 5/1/2010	On or After 5/1/2016
Years of Service & Age Requirement	10	20 @ Age 55 or 15 @ Age 60	20 @ Age 55 or 15 @ Age 60	20
Length of District Paid Benefit	Life of Retiree	Life of Retiree	Retiree Age 65	Up to 5 years or Retiree Age 65
Includes Dependents	Yes, for Life of Retiree	Yes, for Life of Retiree	Yes, to Retiree Age 65	Yes, up to 5 years or Retiree Age 65

7.4.1 A regular faculty member hired on or before 8/15/2002 who was employed by the District for at least ten (10) complete academic years and his/her eligible dependents shall be eligible to participate in a District paid health benefits program from the time of retirement for the life of the retiree. For the purpose of this Retiree Health Benefits Program, a “complete academic year” is a year in which a faculty member serves at least 75 percent of the number of instructional days within the District. A Board approved leave of absence shall not constitute a break in service with regard to an employee serving a complete academic year. The contribution shall be the same amount as the District’s monthly health benefits program contribution for a regular faculty member who has not retired. (See Appendix F)

A regular faculty member hired on 8/16/2002, or thereafter through 4/30/10 who was employed by the District for at least twenty (20) complete academic years and who is age 55 or older, or who was employed by the District for at least fifteen (15) complete academic years and who is age 60 or older and his/her eligible dependents shall be

eligible to participate in a District paid health benefits program from the time of retirement for the life of the retiree. For the purpose of this Retiree Health Benefits Program, a “complete academic year” is a year in which a faculty member serves at least 75 percent of the number of instructional days within the District. A Board approved leave of absence shall not constitute a break in service with regard to an employee serving a complete academic year. The contribution shall be the same amount as the District’s monthly health benefits program contribution for a regular faculty member who has not retired. (See Appendix F)

A regular faculty member hired on 5/1/2010 or thereafter through 4/30/2016 who was employed by the District for at least twenty (20) complete academic years and who is age 55 or older, or who was employed by the District for at least fifteen (15) complete academic years and who is age 60 or older and his/her eligible dependents shall be eligible to participate in a District paid health benefits program until the retiree reaches 65 years of age. For the purpose of this Retiree Health Benefits Program, a “complete academic year” is a year in which a faculty member serves at least 75 percent of the number of instructional days within the District. A Board approved leave of absence shall not constitute a break in service with regard to an employee serving a complete academic year. The contribution shall be the same amount as the District’s monthly health benefits program contribution for a regular faculty member who has not retired. (See Appendix F)

A regular faculty member hired on 5/1/2016 or thereafter, who was employed by the District for at least twenty (20) complete academic years and his/her eligible dependents shall be eligible to participate in a District paid health benefits program for up to five (5) years or until the retiree reaches 65 years of age. In order to receive the health benefits a 2.5% annual premium is required. (Example: Current benefit package cost \$20,000. $\$20,000 \times .025 = \500 per year or \$41.67 per month.) For the purpose of this Retiree Health Benefits Program, a “complete academic year” is a year in which the faculty member serves at least 75 percent of the number of instructional days within the District. A Board approved leave of absence shall not constitute a break in service with regard to an employee serving a complete academic year. The contribution shall be the same amount as the District’s monthly health benefits program contribution for a regular faculty member who has not retired. Hire date is defined as the employee’s first paid date of service. (See Appendix F)

Any regular faculty member who has retired from the District and is ineligible or becomes ineligible for District provided retiree benefits has the option to continue on the District health benefit program or the District supplemental program at the employee’s cost.

7.4.1.1 A retiree or eligible dependent who is covered by the provisions of paragraph 7.4.1 and who reaches the age of 65 or becomes eligible for Medicare, whichever occurs first, must enroll in and pay the cost of Medicare A and B at the time of eligibility or the District contribution set forth in paragraph 7.4.1 shall be terminated immediately.

7.4.1.2 Upon enrollment in Medicare A and B, the District’s monthly medical insurance contribution shall be reduced to the amount necessary to provide the AARP, Plan F Medicare Supplement insurance program. (See Appendix G)

7.4.2 A retiree, as a condition of receiving the medical insurance contribution benefit under paragraph 7.4, inclusive, must maintain continuous medical insurance coverage and eligibility pursuant to the provisions of current District medical insurance plans.

7.4.3 All faculty members retiring between the ages of 55 to 63 have the option to opt out of retiree health benefits and receive a one-time cash incentive based on the current dollar amount for active employees as shown in the table below:

Age at Retirement	20% of current dollar amount of active employee health benefit package
55	Multiplied by 9
56	Multiplied by 8
57	Multiplied by 7
58	Multiplied by 6
59	Multiplied by 5
60	Multiplied by 4
61	Multiplied by 3
62	Multiplied by 2
63	Multiplied by 1

(Example: Assume current benefit package is \$20,000. 20% of \$20,000 is \$4,000. A 58-year old faculty member retires and opts out of retiree health benefits. For opting out the faculty member receives a one-time cash payout of \$24,000.)

Note: Once a faculty member accepts the incentive to opt out of the retiree health benefit program, they will not be able to opt back in.

7.5 **Longevity Program:** A regular faculty member who has completed fifteen (15) but not more than twenty (20) years of full-time service with the West Kern Community College District “District” shall receive a total of a 1% increase to their base salary as determined by the salary schedule. A regular faculty member who has completed twenty (20) but not more than twenty-five (25) years of full-time District service shall receive a total of a 2% increase to their base salary as determined by the salary schedule. A regular faculty member who has completed twenty-five (25) years or more of full-time District service shall receive a total of a 6% increase to their base salary as determined by the salary schedule.

Years of Service	Increase to Base Salary
16 to 20	1%
21 to 25	2%
26 plus	6%

ARTICLE 8: EMPLOYER-EMPLOYEE RELATIONS

8.1 **TCFCBC**: The District and the Association have formed the Taft College Faculty Collective Bargaining Committee for the purpose of maintaining a channel of communication between the District and the Association. The TCFCBC process provides a forum for discussion of all matters related to the relationship between the District, as the employer, and the Association, as the exclusive representative of the faculty with regard to wages, hours, and other terms and conditions of employment as that phrase is defined in the Educational Employment Relations Act. In addition, TCFCBC shall be utilized to attempt to resolve any claim of a violation of the terms of the Agreement.

8.1.1 TCFCBC shall be composed of up to seven (7) members appointed by the Faculty Association President and up to seven (7) members appointed by the Superintendent/President. TCFCBC will meet monthly, or as otherwise scheduled by mutual agreement.

8.1.2 Any agreement reached by the TCFCBC that adds to, subtracts from, or otherwise is intended to alter or amend the terms of this Agreement shall be reduced to writing.

8.2 **AEER**: The Academic Employer-Employee Relations committee is a joint committee that (1) reviews issues which might constitute grievances prior to the matter being referred to the TCFCBC group, (2) studies salary schedule credit and makes recommendation to the Superintendent/President, (3) reviews a faculty member's request for compensation for additional duties and, (4) reviews a faculty member's request to apply Continuing Education Units (CEUs) toward salary hurdle or salary class changes pursuant to guidelines, as set forth in Article 7, paragraph 7.2.3.4.6, (5) performs duties regarding the Sabbatical Leave process as set forth in Article 5. The CEU guidelines shall not be modified except by mutual agreement between the District and the Association.

8.2.1 The AEER committee is composed of up to three (3) members appointed by the Association President and up to two (2) members appointed by the Superintendent/President. The committee meets on an as-needed basis.

ARTICLE 9: COMPLETION OF MEET AND NEGOTIATION

9.1 It is agreed that the specific provisions contained in the Agreement are a true and precise representation of all agreements reached by the parties. Except as provided by Article 8, during the term of this Agreement, the Association expressly waives and relinquishes the right to meet and negotiate and agrees that the District shall not be obligated to meet and negotiate with respect to any subject or matter whether or not referred to or covered in this Agreement, even though the subject or matter may not have been within the knowledge or contemplation of either or both the District or the Association at the time they met and negotiated on and executed this Agreement, and even though the subjects or matters were proposed and later withdrawn. The parties may reopen any provision of this Agreement by mutual agreement.

ARTICLE 10: TERM AND RENEGOTIATION

- 10.1** This Agreement replaces and supersedes the prior agreement of the parties which was in effect, for the period from July 1, 2020 through June 30, 2023

ARTICLE 11: CONCERTED ACTIVITIES

- 11.1** It is agreed and understood that there will be no strike, work stoppage, slow-down, picketing or refusal or failure to fully and faithfully perform job functions and responsibilities, or other interference with the operations of the District by the Association or by its officers, agents, or members during the term of this Agreement, including compliance with the request of other labor organizations to engage in activity proscribed by this Article.

11.1.1 The Association recognizes the duty and obligation of its representatives to comply with the provisions of this Agreement and to make every effort toward inducing all faculty members to do so. In the event of a strike, work stoppage, slow-down, or other interference with the operations of the District by faculty members who are represented by the Association, the Association agrees in good faith to take all necessary steps to cause those faculty members to cease engaging in the proscribed activity.

ARTICLE 12: SAVINGS PROVISION

- 12.1** If any provision or provisions of this Agreement are held to be contrary to law by a court of competent jurisdiction, the provisions will not be deemed valid and subsisting except to the extent permitted by law. All other provisions of this Agreement will continue in full force and effect.

RECOMMENDED FOR RATIFICATION

For the District:

DAMON BELL
Vice President, Student Services

BROCK MCMURRAY
Superintendent/President

HEATHER del ROSARIO
Vice President, Human Resources

TODD HAMPTON
Executive Vice President, Administrative
Services

LESLIE MINOR
Vice President, Instruction

For the Exclusive Representative:

ADAM BLEDSOE
Professor

CHRIS FLACHMANN/Counselor

DR. GREG GOLLING
Professor/ Association Vice President

MICHAEL MAYFIELD
Professor

DAVID MITCHELL/Professor

RUBY PAYNE
Professor/ Association President

JUANA RANGEL-ESCOBEDO/Counselor

RATIFIED

By their signatures below, the signatories certify that they are the authorized representatives of either the District or the Exclusive Representative as the contracting parties; that all actions necessary for the District or the Exclusive Representative to ratify and accept the Agreement as a binding and bilateral Agreement have been completed in the manner required by that party and the law; and that this Agreement is hereby entered into without the need for further ratification and acceptance.

**WEST KERN COMMUNITY COLLEGE
DISTRICT**

**TAFT COLLEGE FACULTY
ASSOCIATION, CTA/NEA**

BILLY WHITE
President, Board of Trustees

RUBY PAYNE
President

Dr. KATHY ORRIN
Secretary, Board of Trustees

DATED: _____

DATED: _____

APPENDIX A: RESOLUTION

WHEREAS: The Board of Trustees of the West Kern Community College District has received a written request, pursuant to Chapter 961, California Statutes 1975, from the Taft College Faculty Association for CTA/NEA to be recognized as the exclusive representative of a unit of employees of this district which includes all full-time certificated employees and part-time employees and which excludes all administrative employees; and

WHEREAS: Pursuant to Chapter 961, California Statutes 1975, said employee organization has submitted satisfactory evidence that a majority of the employees in the above-described unit have supported and authorized such request for recognition; therefore be it

RESOLVED: That the Board of Trustees of the West Kern Community College District, in accordance with the provisions of Chapter 961, California Statutes 1975, (Government Code Sections et seq.), hereby recognizes the Taft College Faculty Association as the exclusive representative of a unit of employees of this district which includes all full-time certified employee and part-time employees and which excludes all administrative employees.

The Board of Trustees reserves the right to change this unit for employee representation should present legislation be amended to permit separate units for full-time and part-time employees.

The foregoing Resolution was adopted at a duly called meeting of the Board of Trustees of the West Kern Community College District on May 5, 1976.

Signed/ Harry W. Furman
Board President

Signed/ Charles R. Scott
Board Member

Signed/ Mel Stewart
Board Member

Signed/ John J. Miller
Board Member

Signed/ R. G. Mundy
Board Member

WEST KERN COMMUNITY COLLEGE DISTRICT
ACADEMIC SALARY SCHEDULE 2022-23 (6.56%)
(Including Addendum to 2020-23 Agreement)

10 Month Schedule (175-DAY)

	(1)						
	Class I	Class II BA + 15	Class III BA + 30	Class IV BA + 45	Class V BA + 60 Incl MA	Class VI BA + 75 Incl MA	Class VII BA + 90 Incl MA
1	\$59,152	\$62,164	\$65,174	\$68,184			
2	\$62,545	\$65,555	\$68,564	\$71,576			
3	\$65,936	\$68,946	\$71,956	\$74,813	\$77,976		
4	\$69,326	\$72,338	\$75,347	\$78,357	\$81,368	\$84,378	\$87,388
5	\$72,719	\$75,729	\$78,738	\$81,749	\$84,759	\$87,769	\$90,779
6	\$76,110	\$79,120	\$82,130	\$85,140	\$88,150	\$91,160	\$94,171
7	\$79,503	\$82,511	\$85,521	\$88,531	\$91,542	\$94,551	\$97,562
8	\$82,892	\$85,902	\$88,912	\$91,923	\$94,933	\$97,943	\$100,952
9	\$86,283	\$89,293	\$92,304	\$95,314	\$98,324	\$101,333	\$104,345
10	\$90,390	\$92,685	\$95,695	\$98,704	\$101,716	\$104,726	\$107,736
11		\$96,076	\$99,085	\$102,097	\$105,106	\$108,116	\$111,126
12			\$102,478	\$105,488	\$108,497	\$111,509	\$114,519
13				\$108,878	\$111,890	\$114,900	\$117,909
14				\$109,812	\$112,822	\$115,831	\$118,841
15				\$112,893	\$115,960	\$119,028	\$122,097
16				\$113,846	\$116,911	\$119,978	\$123,046
17				\$114,796	\$117,860	\$120,929	\$123,997
18				\$115,749	\$118,809	\$121,878	\$124,946
24				\$122,533	\$125,653	\$128,817	\$131,881

An employee with an earned doctorate is to be compensated to the extent of \$4,458.25 added to their base pay .

Longevity Program:

- An employee with 16 - 20 years of District Service receives 1% added to their base pay
- An employee with 21 - 25 years of District Service receives 2% added to their base pay
- An employee with 26 plus years of District Service receives 6% added to their base pay

Acceleration from step 18 to 24 requires 12 semester units of coursework

- The 12 semester units must be earned in Class VII, Steps 4-18

(1) Includes current employees with Bachelors + 45 semester units. Masters is required of all employees beyond Step 13.

Historical Notes

- *6.56% COLA effective 7/1/22, Board Approved 09/14/2022
- 2.75% COLA plus 0.32% effective 7/1/21, Board Approved 11/11/21
- 2.32% COLA effective 7/1/2020, Board Approved 10/14/2020
- 3.26% COLA effective 7/1/19, Board Approved 10/9/2019
- 2.71% COLA effective 7/1/18, Board Approved 10/10/18
- 1.69% Salary Schedule Increase effective 7/1/17, Board Approved 01/10/18
- 1.56% COLA effective 7/1/17, Board Approved 10/11/17
- 1.59% Salary Schedule Increase effective 7/1/16, Board Approved 10/12/16
- 1.02% COLA effective 7/1/15, Board Approved 9/9/15
- 0.85% COLA effective 7/1/14, Board Approved 8/13/14
- 1.57% COLA plus 0.43% effective 7/1/13, Board Approved 10/09/13
- 1.8% Salary Schedule increase effective 7/1/11, Board Approved 3/18/12
- 0.0% COLA effective 7/1/08, 7/1/09, 7/1/10, 7/1/11, 7/1/12
- 4.4% COLA effective 7/1/07, Board Approved 6/14/07
- 5.87% COLA plus 3% Effective 7/1/06, Board Approved 6/14/06
- 3.81% COLA Effective 7/1/05, Board Approved 6/8/05

WEST KERN COMMUNITY COLLEGE DISTRICT
ACADEMIC SALARY SCHEDULE 2022-23 (6.56%) EXTRA DUTY COMPENSATION
(Including Addendum to 2020-23 Agreement)

HOURLY RATE (ADJUNCT, SUMMER SESSION AND OVERLOAD)*

Step 1	\$69.75
Step 2	\$73.07
Step 3	\$81.96

ATHLETIC ASSIGNMENTS (WHEN NOT A PART OF LOAD OR OVERLOAD)

Head Men's Baseball Coach	Stipend equal to the hours of attendance at the appropriate hourly rate.**
Head Men's Golf Coach	
Head Men's Soccer Coach	
Head Women's Basketball Coach	
Head Women's Golf Coach	
Head Women's Soccer Coach	
Head Women's Softball Coach	
Head Women's Volleyball Coach	

	Maximum per Assistant	Maximum per Sport
Men's Baseball Assistant(s)	\$5,660.94	\$16,982.83
Men's Golf Assistant(s)	\$5,660.94	\$5,660.94
Men's Soccer Assistant(s)	\$5,660.94	\$11,321.88
Women's Basketball Assistant(s)	\$5,660.94	\$8,491.41
Women's Golf Assistant(s)	\$5,660.94	\$5,660.94
Women's Soccer Assistant(s)	\$5,660.94	\$11,321.88
Women's Softball Assistant(s)	\$5,660.94	\$8,491.41
Women's Volleyball Assistant(s)	\$5,660.94	\$8,491.41

OTHER ACADEMIC ASSIGNMENTS

	FTEF*	
Division Chairperson	0-10	\$10,211.10
20% Release Time + Stipend	>10-20	\$11,669.83
* FTEF will be recalculated by March 1 each year	>20+	\$13,128.55

Academic Senate - 100% Release Time - (AB 1725 funded)

Faculty Association President - 40% Release Time

Student Learning Outcome (SLO) Coordinator-50% Release Time (when position is assigned to faculty member)

Accreditation Liaison Officer - 3 hours for each week of the fall & spring semesters & summer session at the appropriate hourly rate

CDC Director Grant Writing Stipend (currently inactive)	\$5,834.91
Coordinator of Art Gallery	\$1,718.98
Student Newspaper Advisor	\$1,413.86
College Concurrent Program Advisor***	
Dental Hygiene Board of California (DHBC) 50 hour remediation course per semester.	\$1,348.55
Western Regional Exam Board (WREB) 80 hour remediation course per semester.	\$1,685.69
Adjunct Faculty Course Outlines of Records (COR) Development	
Minor revision to COR - 3 hours at the appropriate hourly rate	
Major revision to COR or New COR - 5 hours at the appropriate hourly rate	
Credit by Exam: Pay for actual time worked, instructor completes time card and receives up to 3 hours for each test administered.	

CLUB ADVISOR ASSIGNMENTS

Associated Student Body Advisor (ASB)***	
Phi Theta Kappa Advisor (PTK)***	
Dental Hygiene Club (DHC)	\$1,983.79
International Club Advisor	\$9,197.47
Club Advisor (up to 11 per Article 7.3.7)	\$2,020.69

* Includes equity

** In addition to \$3,356.91/yr. for off-season duties, meetings and recruiting

*** Advisor has the choice to receive 1 hr per week at the appropriate hourly rate or credit for two committee assignments

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WEST KERN COMMUNITY COLLEGE DISTRICT
 ACADEMIC SALARY SCHEDULE 2022-23 (6.56%)
 (Including Addendum to 2020-23 Agreement)

11 Month Schedule (203-Day)

(1)

	Class I	Class II BA + 15	Class III BA + 30	Class IV BA + 45	Class V BA + 60 Incl MA	Class VI BA + 75 Incl MA	Class VII BA + 90 Incl MA
1	\$65,069	\$68,381	\$71,692	\$75,003			
2	\$68,801	\$72,112	\$75,422	\$78,735			
3	\$72,531	\$75,842	\$79,153	\$82,296	\$85,775		
4	\$76,260	\$79,573	\$82,883	\$86,194	\$89,507	\$92,817	\$96,128
5	\$79,992	\$83,303	\$86,613	\$89,926	\$93,237	\$96,547	\$99,858
6	\$83,722	\$87,033	\$90,344	\$93,656	\$96,967	\$100,277	\$103,590
7	\$87,455	\$90,764	\$94,075	\$97,386	\$100,698	\$104,008	\$107,320
8	\$91,183	\$94,493	\$97,805	\$101,117	\$104,428	\$107,739	\$111,050
9	\$94,913	\$98,224	\$101,536	\$104,847	\$108,158	\$111,469	\$114,781
10	\$99,431	\$101,955	\$105,266	\$108,576	\$111,890	\$115,200	\$118,511
11		\$105,685	\$108,996	\$112,308	\$115,619	\$118,930	\$122,241
12			\$112,728	\$116,038	\$119,349	\$122,662	\$125,973
13				\$119,768	\$123,081	\$126,392	\$129,702
14				\$120,795	\$124,106	\$127,417	\$130,727
15				\$124,185	\$127,558	\$130,934	\$134,309
16				\$125,232	\$128,604	\$131,978	\$135,353
17				\$126,278	\$129,648	\$133,024	\$136,399
18				\$127,326	\$130,693	\$134,068	\$137,443
24				\$134,789	\$138,220	\$141,702	\$145,071

An employee with an earned doctorate is to be compensated to the extent of \$4,458.25 added to their base pay .

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**WEST KERN COMMUNITY COLLEGE DISTRICT
ACADEMIC SALARY SCHEDULE 2022-23 (6.56%)
(Including Addendum to 2020-23 Agreement)**

12 Month Schedule (225-Day)

	(1)						
	Class I	Class II BA + 15	Class III BA + 30	Class IV BA + 45	Class V BA + 60 Incl MA	Class VI BA + 75 Incl MA	Class VII BA + 90 Incl MA
1	\$70,983	\$74,597	\$78,209	\$81,821			
2	\$75,055	\$78,667	\$82,278	\$85,892			
3	\$79,124	\$82,736	\$86,349	\$89,777	\$93,571		
4	\$83,192	\$86,806	\$90,418	\$94,029	\$97,643	\$101,255	\$104,866
5	\$87,263	\$90,875	\$94,486	\$98,100	\$101,712	\$105,324	\$108,935
6	\$91,333	\$94,945	\$98,557	\$102,169	\$105,781	\$109,392	\$113,006
7	\$95,404	\$99,014	\$102,626	\$106,238	\$109,851	\$113,463	\$117,075
8	\$99,471	\$103,083	\$106,695	\$110,308	\$113,921	\$117,532	\$121,144
9	\$103,541	\$107,152	\$110,766	\$114,378	\$117,989	\$121,601	\$125,215
10	\$108,469	\$111,223	\$114,835	\$118,446	\$122,060	\$125,672	\$129,284
11		\$115,292	\$118,903	\$122,517	\$126,129	\$129,741	\$133,353
12			\$122,975	\$126,586	\$130,198	\$133,812	\$137,423
13				\$130,655	\$134,269	\$137,881	\$141,492
14				\$131,775	\$135,387	\$138,999	\$142,611
15				\$135,473	\$139,154	\$142,835	\$146,518
16				\$136,616	\$140,294	\$143,975	\$147,657
17				\$137,757	\$141,433	\$145,116	\$148,798
18				\$138,900	\$142,573	\$146,255	\$149,937
24				\$147,041	\$150,785	\$154,584	\$158,257

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Head Coaches

Head Coaching Stipends - Will be paid during ¹Traditional Segment/In-Season in five (5) equal monthly installments.

Stipend	Years Exp	Semester Pay	Monthly
Level 1	<1	\$11,857.50	\$2,371.50
Level 2	1-4	\$12,421.90	\$2,484.38
Level 3	>4	\$13,933.20	\$2,786.64
Recruiting Stipend: Paid During Off Season in five (5) equal monthly installments.		\$3,356.91	\$671.38

Head Coaching Stipends are paid in addition to the annual salary of the primary position, if applicable. All head coaches will receive the stipend, regardless of status as a full-time or adjunct faculty member, administrator or temporary professional expert. Full-time or adjunct faculty members teaching an Intercollegiate course will be paid for the units at the applicable rate per the Faculty Salary Schedule. This payment is in addition to, not in lieu of the coaching stipend.

Assistant Coaches

Assistant Coaching Stipends - Will be paid during ¹Traditional Segment/In-Season in five (5) equal monthly installments.

Full Stipend: Contracted to support full season games and practice.

Half Stipend: Contracted to support a less than 80% of full season games and practice, or contracted to support a segment of the sport, i.e. Batting Coach.

Assistant Coaches Assigned to ²Non-Traditional Segments: Assistant Coaches performing coaching duties during the non-traditional segment shall be compensated at 50% of their monthly traditional segment stipend for all months during the NTS that they served in this capacity.

Assignment of Assistant Coaching Stipends: One (1) Assistant Coach stipend will be assigned per every 10 athletes, based on the roster count from the end of the prior season, as follows:

0-10 Athletes	1 Full Stipend
11-20 Athletes	2 Full Stipends
21-30 Athletes	3 Full Stipends

Additional Assistant Coach stipends may be assigned as per the above formula, based on actual roster count at start of season.

Stipend	Years Exp	Semester Pay	Monthly
Level 1	< 1	\$4,811.80	\$962.36
Level 2	1-4	\$5,094.85	\$1,018.97
Level 3	>4	\$5,660.94	\$1,132.19

Assistant Coaching Stipends are paid in addition to annual salary of primary position, if applicable. Assistant Coaching roles are temporary, professional services contracts and are contracted per season.

¹**Traditional Segment/In-Season:** This (practice and competition) segment begins with the sport specific first permissible practice opportunity as identified in CCCAA Constitution Bylaw 3.11 and coincides with the conclusion of the CCCAA state championship(s).

²**Non-Traditional Segment/Off-Season:** This (practice and scrimmage) segment is identified within a specified time frame for those sports approved by the CCCAA Board and as designated in Bylaw 3.17.1.

SPORTS SEASON CHART – FALL

[CCCA Constitution & Bylaws - 2022-23](#)

Golf W	Max: 19 Contests + 1 Alumni Match[^]
Practice/scrimmage may begin:	August 15 (See Bylaw 3.5.2)
Game/meet/match may begin:	August 27 or the 4th Friday in August, whichever comes first
Conference competition ends:	4 Wednesdays prior to Thanksgiving
Postconference competition ends:	2 Wednesdays prior to Thanksgiving
Soccer M/W	Max: 22 Games + 1 Alumni Game[^] (Tournament of any kind count game for game)
Practice/scrimmage may begin:	August 15 (See Bylaw 3.5.2)
Game/meet/match may begin:	August 27 or the 4th Friday in August, whichever comes first
Conference competition ends:	2 Saturdays prior to Thanksgiving
Postconference competition ends:	2 Sundays after Thanksgiving (<i>Adopted 4/4/08 effective 7/1/08</i>)
Volleyball W**	Max: 24 Dates + 1 Alumni Match[^] (<i>Adopted 3/30/17 effective 7/1/17</i>) (<i>A 3/28/19 e 7/1/19</i>)
Practice/scrimmage may begin:	August 15 (See Bylaw 3.5.2)
Game/meet/match may begin:	August 27 or the 4th Friday in August, whichever comes first
Conference competition ends:	Thursday (1 week) prior to Thanksgiving (<i>Adopted 4/3/09 effective 7/1/09</i>)
Postconference competition ends:	2 Sundays after Thanksgiving
Basketball W	Max: 28 Contests + 2 Scrimmage Dates + 1 Alumni Game[^] (<i>A 10/27/20 e 11/6/20</i>)
Practice/scrimmage may begin:	October 1 (See Bylaw 3.5.2) (<i>Adopted 4/1/10 effective 7/1/10</i>)
Game/meet/match may begin:	November 1 or 5th Thursday in October, whichever comes first
Conference competition ends:	Friday (3 weeks prior to end of PC) (<i>A 3/28/19 e 7/1/19</i>)
Postconference competition ends:	Sunday after the 2nd Thursday in March

SPORTS SEASON CHART – SPRING

[CCCAA Constitution & Bylaws - 2022-23](#)

Baseball	Max: 40 Games + 2 Scrimmages + 1 Alumni Game[^] <i>(Adopted 3/28/19 effective 7/1/19)</i>
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.2)
Game/meet/match may begin:	January 27 or the 4th Friday in January, whichever comes first
Conference competition ends:	5 Saturdays prior to Memorial Day
Postconference competition ends:	Memorial Day
Golf M	Max: 19 Contests + 1 Alumni Match[^]
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.2)
Game/meet/match may begin:	January 27 or the 4th Friday in January, whichever comes first
Conference competition ends:	4 Tuesdays prior to Memorial Day
Postconference competition ends:	2 Tuesdays prior to Memorial Day
Softball	Max: 40 Games + 2 Scrimmages + 1 Alumni Game[^] <i>(Adopted 3/28/19 effective 7/1/19)</i>
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.2)
Game/meet/match may begin:	January 27 or the 4th Friday in January, whichever comes first
Conference competition ends:	5 Thursdays prior to Memorial Day
Postconference competition ends:	3rd full weekend in May <i>(Adopted 10/13/06 effective 1/1/07)</i>

NONTRADITIONAL SPORT SEASON DATES CHART

[CCCAA Constitution & Bylaws - 2022-23](#)

Sport	Start Date	End Date	Number of Scrimmages/ Events/Dates
Baseball	Tuesday following Labor Day	Saturday before Thanksgiving	10 Dates
Basketball, Women	September 1	September 30	2-Scrimmage maximum per day, per team for a total of <u>2</u> dates
Golf, Women	February 1 (Spring) June 1 (Summer)	April 30 (Spring) July 31 (Summer)	1 Event 1 Event
Soccer	March 1	May 31	4 Dates
Softball	Tuesday following Labor Day	Saturday before Thanksgiving	10 Dates
Volleyball, Women	February 1	April 30	3 Dates

APPENDIX C: FACULTY SERVICE AREAS

In accordance with the provisions of Education Code Sections 87743.2 and 87743.5 the District shall establish Faculty Service Areas (FSAs) and shall establish competency criteria for faculty members employed by the District. The District's list of FSAs is on file in the offices of Vice Presidents and Vice President of Human Resources, Division Chairs, the Academic Senate President, and the Faculty Association President.

When any reduction in the faculty is required, the applicable provisions of the Education Code shall be followed. No permanent or probationary faculty member shall be laid off while any faculty member with less seniority is retained to render a service in a FSA in which any senior faculty member is qualified to perform. (Education Code Sections 87743-87761, inclusive and Sections 87414-87415.) The following regulations shall guide the process of faculty assignments into FSAs:

- A. Each faculty member shall qualify for one or more faculty service areas at the time of initial employment. A faculty member shall be eligible for qualification in any faculty service area in which the faculty member has met both minimum qualifications pursuant to Education Code Section 87356 and District competency standards.
- B. The FSA Committee shall consist of the Academic Senate President, the Faculty Association President, the Vice President of Instruction, and the appropriate Division Chair and Vice President of Human Resources. The FSA Committee shall assign each new faculty member into one or more FSAs at the initial time of hire.
- C. After initial FSA assignment, a faculty member may apply to the FSA Committee for assignment to an additional FSA for which faculty member either holds a California Community College Credential encompassing the discipline, or has met the minimum qualifications as set forth by the Board of Governors Minimum Qualifications for Faculty and Administrators in California Community Colleges.
- D. An application to be added to an FSA must be received on or before October 1 by Vice President of Human Resources in order to be considered in layoff proceedings in the academic year in which the application is received. The FSA Committee will respond with a decision by November 30 of the same year.
- E. A record of FSAs and faculty members who have been assigned to each FSA shall also be maintained by the FSA committee.
- F. A faculty member shall be deemed competent to render service in a service area if he or she fulfills at least one of the conditions in paragraph C, above, or has specialized skills that the FSA Committee and the District agree make the faculty member competent to render service.
- G. A faculty member shall be given written notification of the initial FSA assignment and of any subsequent FSA assignment changes.

APPENDIX D: RETRAINING

Retraining faculty member with a new teaching competency is one of several approaches which may be offered by the District in a variety of employment situations.

- A. When fiscal circumstances and budget restraints require consideration of staff reductions or the reallocation of staff resources, retraining options (as well as resignation and/or retirement program options) shall be considered. The goal of the options should be to mitigate the impact of the fiscal circumstances with the least amount of faculty displacement or job loss.
- B. A faculty member may participate in a District-approved retraining program that leads to a new teaching competency. An individual retraining program, including the area in which the faculty member seeks to be retrained and the amount of total compensation (e.g., salary, health and welfare benefit contributions to be made by the District during the retraining period, and District contributions toward the educational costs of the retraining), is subject to mutual agreement between the District and the faculty member. In addition to total compensation, a faculty member's partial teaching load during the retraining period, if any, is subject to mutual agreement. The guidelines set forth below would be applied to each individual proposal for retraining, based upon the underlying reason for retraining request.
 1. If a proposal for retraining is an outgrowth of an action by the District to layoff a faculty member or faculty members or is designed to forestall a layoff, the retraining proposal shall be reviewed in light of the availability of funds in the District and current or projected areas of instructional need for succeeding school year.
 - a. The faculty member's total compensation, including all of the factors listed in paragraph B of this Appendix, would be no less than 50 percent of the faculty member's regular total compensation for the prior school year. Any partial teaching load that may be agreed to as part of the retraining proposal shall be reviewed in light of the District's assessment of those needs.
 2. If a proposal for retraining is based upon mitigating or accommodating a current unmet need in the District instructional program or upon preparing for a projected shift in the emphasis of the District's instructional program within the faculty member's assigned department in order to meet changing student needs, the retraining proposal shall be reviewed in light of the District's assessment of those needs.
 - a. The faculty member's total compensation, including all of the factors listed in paragraph B of this Appendix, would be up to a maximum of 100 percent of the faculty member's regular total compensation for the prior school year. Any partial teaching load that may be agreed to as a part of the training program would be calculated within the percentage established by operation of this paragraph.

- C. In all cases, a faculty member's proposal for retraining shall be subject to review and analysis by the TCFCBC committee prior to a final determination by the District.
 - 1. As a part of the review analysis by the TCFCBC, the faculty shall make a personal presentation and defense of the proposal.
- D. In consideration for the District's agreement to authorize and to fund a faculty member's retraining program, the faculty member shall agree to provide two years of service to the District commencing not later than the beginning of the fall semester following completion of the retraining program.
- E. Except in extenuating circumstances, the amount of time for a proposed retraining program shall be limited to a period equivalent to the faculty member's annual contract for the preceding school year.
- F. Upon the successful completion of a retraining program, the faculty member may request a transfer to the area of the new teaching competency or the District may assign the faculty member to the area of the new teaching competency.

APPENDIX E: CATASTROPHIC LEAVE PAY

- A. Catastrophic leave pay may be available to an employee as set forth herein pursuant to the provisions of Education Code section 87405. Catastrophic leave pay shall consist of the amount of sick leave credit, vacation time, or compensatory time off credits that are donated to the affected employee by other employees.
1. Donations of sick leave credit shall be made in blocks that are equivalent to one day of leave for the donating employee. An employee who donates sick leave credits shall be required to have a sick leave balance equivalent to five days (e.g., full-time employee = 40 hours) following the donation.
 2. Donations of vacation time or compensatory time off credits shall be made in blocks of not less than two hours per donating employee.
- B. For the purpose of calculating credits for an employee who receives catastrophic pay, the following shall apply:
1. If the employee who donates eligible time credits is at a different salary rate than the employee who receives the credits, the formula to be used shall be: Donating employee's hourly rate multiplied by number of hours donated equals \$X; \$X divided by receiving employee's hourly rate equals the number of catastrophic leave hours available to receiving employee.

Example: Donating employee - Secretary (rate \$9.00 per hour) donates eight hours:
$$\$9.00 \times 8 = \$72.00;$$

Receiving employee - Clerk (rate \$7.00 per hour) will be entitled to:
$$\$72.00 \div \$7.00 = 10.29 \text{ hours of catastrophic leave credits.}$$
 2. If the employee or employees who donate eligible time credits are at the same salary rate as the employee who receives the credits, the receiving employee shall be credited with the number of hours donated.
 3. The receipt of donated time credits under this program shall not serve to extend or modify the terms or limitations of ARTICLE 5, LEAVES OF ABSENCE, paragraph 5.3, of this Agreement. However, at the written request of the employee, donated time credits shall be coordinated with differential pay during a period when the employee is on Extended Sick Leave in order to mitigate the impact of the deduction of the substitute's pay from the employee's regular pay. Further, at the written request of the employee, donated time credits shall be coordinated with Family Medical Leave Act benefits in order to provide a continuation of income, or to provide an extension of contributions for the District's health insurance package, or both during the period when the employee does not receive wages from the District.

C. The employee shall fill out an application form for catastrophic leave and shall attach a written statement and verification from a licensed physician or practitioner indicating the nature and extent of the illness or injury without revealing confidential medical information, the projected date of the employee's return to work, and a statement that the employee is medically unable to work due to the illness or injury.

1. Where the application is based on the catastrophic illness or injury of a member of the employee's immediate family, all required medical information, statements, and verifications shall be related to the affected family member. In addition, the employee shall attach a written statement indicating the circumstances that required the employee's absence from work. Finally, the employee shall be allowed and required to utilize all of the employee's regular sick leave as provided by ARTICLE 5, LEAVES OF ABSENCE, paragraph 5.3, inclusive, of the Agreement prior to the receipt of donated time credits.

D. The term "catastrophic illness or injury" shall be defined as set forth in Education Code section 87045(a)(1) which states:

"'Catastrophic illness' or 'injury' means an illness that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee's family which incapacity requires the employee to take time off from an extended period of time to care for the family member, and taking extended time off work creates a financial hardship for the employee because he or she has exhausted all of his or her sick leave and other paid time off."

Your summary of benefits

Anthem® Blue Cross

Your Plan: SISC (Self Insured Schools of California): 100-A \$20 Anthem Classic PPO

Your Network: Prudent Buyer PPO

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Overall Deductible	\$0 person / \$0 family	
Out-of-Pocket Limit	\$1,000 person / \$3,000 family	No limit person / No limit family
<p>The family out-of-pocket maximum is embedded, meaning the cost shares of one family member will be applied to the per person out-of-pocket maximum; in addition, amounts for all covered family members apply to the family out-of-pocket maximum. No one member will pay more than the per person out-of-pocket maximum.</p> <p>Your copays, coinsurance and deductible count toward your out of pocket amount(s).</p> <p>In-network and out-of-network out-of-pocket maximum amounts are separate and do not accumulate toward each other.</p>		
Preventive Care / Screening / Immunization	No charge	Not covered
Preventive Care for Chronic Conditions <i>per IRS guidelines</i>	No charge	Not covered
<p><u>Virtual Care (Telemedicine / Telehealth Visits)</u></p> <p>Virtual Visits - Online visits with Doctors who also provide services in person</p> <p>Primary Care (PCP) <i>The copay is waived for the first three office visits to a primary care provider per benefit period (See footnote 1)</i></p> <p>Mental Health and Substance Use Disorder care</p>		

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Questions: Visit us at www.anthem.com/ca/sisc

CA/LG/100-A \$20 Anthem Classic PPO/04FU/10-01-2022

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Specialist	\$20 copay per visit	All billed amounts exceeding the maximum allowed amount. (See footnote 2)
Medical Chats and Virtual (Video) Visits for Primary Care from our Online Provider K Health, through its affiliated Provider groups	No charge	
Virtual Visits from Online Provider LiveHealth Online via www.livehealthonline.com ; our mobile app, website or Anthem-enabled device Primary Care (PCP) and Mental Health and Substance Use Disorder Specialist Care	No charge \$20 copay per visit	
<u>Visits in an Office</u> Primary Care (PCP) <i>The copay is waived for the first three office visits to a primary care provider per benefit period (See footnote 1)</i> Specialist Care	\$0 copay per visit for visits 1-3, then \$20 copay per visit for visits 4+. (See footnote 1) \$20 copay per visit	All billed amounts exceeding the maximum allowed amount. (See footnote 2) All billed amounts exceeding the maximum allowed amount. (See footnote 2)
<u>Other Practitioner Visits</u> Retail Health Clinic Manipulation Therapy <i>Pre-authorization review by American Specialty Health (ASH) is required after the 5th visit.</i> Acupuncture <i>Coverage is limited to 12 visits per benefit period.</i>	\$20 copay per visit 0% coinsurance 0% coinsurance	All billed amounts exceeding the maximum allowed amount. (See footnote 2) Not covered 50% of maximum allowed amount (See footnote 2)
<u>Other Services in an Office</u> Allergy Testing	0% coinsurance	Not covered

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Chemo/Radiation Therapy	0% coinsurance	All billed amounts exceeding the maximum allowed amount. (See footnote 2)
Dialysis/Hemodialysis <i>Coverage for a Non-Network Provider is limited to \$350 maximum per visit. (See footnote 3)</i>	0% coinsurance	All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)
Prescription Drugs <i>Dispensed in the office</i>	0% coinsurance	All billed amounts exceeding the maximum allowed amount. (See footnote 2)
Surgery	0% coinsurance	All billed amounts exceeding the maximum allowed amount. (See footnote 2)
<u>Diagnostic Services</u> Lab		
Office	0% coinsurance	Not covered
Freestanding Lab	0% coinsurance	Not covered
Outpatient Hospital	0% coinsurance	Not covered
X-Ray		
Office	0% coinsurance	Not covered
Freestanding Radiology Center	0% coinsurance	Not covered
Outpatient Hospital	0% coinsurance	Not covered

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
<p>Advanced Diagnostic Imaging <i>for example: MRI, PET and CAT scans</i></p> <p>Office <i>Coverage for a Non-Network Provider is limited to \$800 maximum per test. (See footnote 3)</i></p> <p>Freestanding Radiology Center <i>Coverage for a Non-Network Provider is limited to \$800 maximum per test. (See footnote 3)</i></p> <p>Outpatient Hospital <i>Coverage for a Non-Network Provider is limited to \$800 maximum per test. (See footnote 3)</i></p>	<p>0% coinsurance</p> <p>0% coinsurance</p> <p>0% coinsurance</p>	<p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p>
<p><u>Emergency and Urgent Care</u></p> <p>Urgent Care</p> <p>Emergency Room Facility Services <i>Copay waived if admitted.</i></p> <p>Emergency Room Doctor and Other Services</p> <p>Ambulance</p>	<p>\$20 copay per visit</p> <p>\$100 copay per visit and then 0% coinsurance</p> <p>0% coinsurance</p> <p>\$100 copay per trip and then 0% coinsurance</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>Covered as In-Network</p> <p>Covered as In-Network</p> <p>Covered as In-Network</p>
<p><u>Outpatient Mental Health and Substance Use Disorder</u></p> <p>Doctor Office Visit</p>	<p>\$20 copay per visit</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
<p>Facility Visit</p> <p>Facility Fees</p> <p>Doctor Services</p>	<p>0% coinsurance</p> <p>0% coinsurance</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>
<p><u>Outpatient Surgery</u></p> <p>Facility Fees</p> <p>Hospital <i>Services and supplies for the following outpatient surgeries are subject to a benefit limit if performed in an outpatient hospital setting. The benefit limit does not apply if performed in a Freestanding Ambulatory Surgical Center.</i></p> <ul style="list-style-type: none"> o Arthroscopy limited to \$4,500 per procedure o Cataract surgery limited to \$2,000 per procedure o Colonoscopy limited to \$1,500 per procedure o Upper GI Endoscopy limited to \$1,000 per procedure o Upper GI Endoscopy with biopsy limited to \$1,250 per procedure <p>Freestanding Surgical Center <i>Coverage for a Non-Network Provider is limited to \$350 maximum per day. (See footnote 3)</i></p> <p>Doctor and Other Services</p> <p>Hospital</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>
<p><u>Hospital (Including Maternity, Mental Health and Substance Use Disorder)</u> <i>Coverage is limited to \$600 benefit maximum per day for non-emergency admission at a Non-Network provider. (See footnote 3)</i></p> <p>Facility Fees</p>	<p>0% coinsurance</p>	<p>All billed amounts exceeding the lesser of</p>

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
<p>Hip/Knee/Spine Surgeries <i>For inpatient services, this benefit is covered only when performed at a designated Blue Distinction Plus Center for Specialty Care. Subject to utilization review.</i></p> <p>Doctor and other services</p>	<p>0% coinsurance after medical deductible is met</p> <p>0% coinsurance after medical deductible is met</p>	<p>the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>Not Covered</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>
<p><u>Recovery & Rehabilitation</u></p> <p>Home Health Care <i>Coverage is limited to 100 visits per benefit period. Coverage for a Non-Network Provider is limited to \$150 maximum per day. (See footnote 3)</i></p>	<p>0% coinsurance</p>	<p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p>
<p>Rehabilitation services <i>Pre-authorization review by American Specialty Health (ASH) is required after the 5th visit.</i></p> <p>Office</p> <p>Outpatient Hospital</p>	<p>0% coinsurance</p> <p>0% coinsurance</p>	<p>Not covered</p> <p>Not covered</p>
<p>Cardiac rehabilitation <i>Coverage is limited to 36 visits per benefit period.</i></p> <p>Office</p> <p>Outpatient Hospital</p>	<p>0% coinsurance</p> <p>0% coinsurance</p>	<p>Not covered</p> <p>Not covered</p>
<p>Skilled Nursing Care (facility) <i>Coverage for Inpatient rehabilitation and skilled nursing services is limited to 150 days combined per benefit period. Coverage for a Non-Network Provider is limited to \$600 maximum per day. (See footnote 3)</i></p>	<p>0% coinsurance</p>	<p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p>
<p>Inpatient Hospice</p>	<p>No charge</p>	<p>All billed amounts exceeding the maximum allowed amount.</p>

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
		(See footnote 2)
Durable Medical Equipment	0% coinsurance	Not covered
Prosthetic Devices	0% coinsurance	Not covered
Hearing Aids <i>Benefit is limited to \$700 every 24 months. (See footnote 3)</i>	0% coinsurance after deductible is met	All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)

Footnote 1: The office visit copay is waived for the first three office visits to a primary care provider per benefit period. The copay waiver applies to the actual office visit and additional cost shares may apply for any other service performed in the office (i.e., X-ray, lab, surgery), after any applicable deductible. Primary care providers are defined as General and Family Practitioners, Internists, Gynecologists, Obstetrics/Gynecology, Pediatricians and Nurse Practitioners. The office visit copay will apply to all other provider specialties.

Footnote 2: When using Non-Network PPO Providers, members are responsible for any difference between the maximum allowed amount and actual charges, as well as any deductible & percentage copay.

Footnote 3: The plan may pay for the following services and supplies up to the maximum number of days or visits and/or dollar maximum shown. When using non-network providers, the plan will pay the lesser of the benefit maximum or the maximum allowed amount. If the maximum allowed amount is less than the listed benefit maximum, the plan will not exceed the maximum allowed amount. Likewise, if the listed benefit maximum is less than the maximum allowed amount, the plan will not exceed the listed benefit maximum.

Notes:

- If you have an office visit with your Primary Care Physician or Specialist at an Outpatient Facility (e.g., Hospital or Ambulatory Surgical Facility), benefits for Covered Services will be paid under "Outpatient Facility Services".
- Costs may vary by the site of service. Other cost shares may apply depending on services provided. Check your Benefit Booklet for details.
- Coverage includes standard fertility preservation services as a basic healthcare service including but are not limited to, injections, cryopreservation and storage for both male and female members when a medically necessary treatment may cause iatrogenic infertility. Member cost share for fertility preservation services is based on provider type and service rendered.

This summary of benefits is a brief outline of coverage, designed to help you with the selection process. This summary does not reflect each and every benefit, exclusion and limitation that may apply to the coverage. For more details, important limitations and exclusions, please review the Benefit Booklet. If there is a difference between this summary and the Benefit Booklet, the Benefit Booklet will prevail.



Self-Insured Schools of California (SISC) Pharmacy Benefit Schedule

PLAN RX 5-10

	Walk-In				Mail	
	Network		Costco		Costco	Navitus
Days' Supply*	30	90	30	90	90	30
Generic	\$5	N/A	FREE	FREE	FREE	N/A
Brand	\$10	N/A	\$10	\$20	\$20	N/A
Specialty	N/A	N/A	N/A	N/A	N/A	\$10
Out-of-Pocket Maximum	\$1,500 Individual / \$2,500 Family					

SISC urges members to use generic drugs when available. If you or your physician requests the brand name when a generic equivalent is available, you will pay the generic copay plus the difference in cost between the brand and generic. The difference in cost between the brand and generic will not count toward the Annual Out-of-Pocket Maximum.

*Members may receive up to 30 days and/or up to 90 days supply of medication at participating pharmacies. Some narcotic pain and cough medications are not included in the Costco Free Generic or 90day supply programs. Navitus contracts with most independent and chain pharmacies with the exception of Walgreens.

Mail Order Service

The Mail Order Service allows you to receive a 90-day supply of maintenance medications. This program is part of your pharmacy benefit and is **voluntary**.

Specialty Pharmacy

Navitus SpecialtyRx helps members who are taking medications for certain chronic illnesses or complex diseases by providing services that offer convenience and support. This program is part of your pharmacy benefit and is **mandatory**.

For information regarding the Prescription Drug Program call or visit on-line:
Navitus Customer Care 1-866-333-2757 (toll-free) TTY (toll free) 711 www.navitus.com

The Navitus Member Portal allows you to access personalized pharmacy benefit information online at www.navitus.com. For information specific to your plan, visit the Navitus Member Portal. Activate your account online using the Member Login link and an activation email will be sent to you. The site provides access to prescription benefits, pharmacy locator, drug search, drug interaction information, medication history, and mail order information. The site is available 24 hours a day, seven days a week.

Your summary of benefits

Anthem® Blue Cross

Your Plan: SISC (Self Insured Schools of California): 100-D \$20 Anthem Classic PPO

Your Network: Prudent Buyer PPO

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Overall Deductible	\$300 person / \$600 family	
Out-of-Pocket Limit	\$1,000 person / \$3,000 family	No limit person / No limit family
<p>The family deductible and out-of-pocket maximum are embedded, meaning the cost shares of one family member will be applied to both per person deductible and per person out-of-pocket maximum; in addition, amounts for all covered family members apply to both the family deductible and family out-of-pocket maximum. No one member will pay more than the per person deductible or per person out-of-pocket maximum. Fourth quarter deductible carryover applies.</p> <p>Your copays, coinsurance and deductible count toward your out of pocket amount(s).</p> <p>In-network and out-of-network deductibles are combined and accumulate toward each other; however, in-network and out-of-network out-of-pocket maximum amounts accumulate separately and do not accumulate toward each other.</p>		
Preventive Care / Screening / Immunization	No charge	Not covered
Preventive Care for Chronic Conditions per IRS guidelines	No charge	Not covered
<p><u>Virtual Care (Telemedicine / Telehealth Visits)</u></p> <p>Virtual Visits - Online visits with Doctors who also provide services in person</p> <p>Primary Care (PCP) <i>The copay is waived for the first three office visits to a primary care provider per benefit period (See footnote 1)</i></p> <p>Mental Health and Substance Use Disorder care</p>	<p>\$0 copay per visit for visits 1-3, then \$20 copay per visit for visits 4+. (See footnote 1)</p> <p>\$20 copay per visit deductible does not apply</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>

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Questions: Visit us at www.anthem.com/ca/sisc

CA/LG/100-D \$20 Anthem Classic PPO/05YN/10-01-2022

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Specialist	\$20 copay per visit deductible does not apply	All billed amounts exceeding the maximum allowed amount. (See footnote 2)
Medical Chats and Virtual (Video) Visits for Primary Care from our Online Provider K Health, through its affiliated Provider groups	No charge	
Virtual Visits from Online Provider LiveHealth Online via www.livehealthonline.com ; our mobile app, website or Anthem-enabled device Primary Care (PCP) and Mental Health and Substance Use Disorder Specialist Care	No charge \$20 copay per visit deductible does not apply	
<u>Visits in an Office</u> Primary Care (PCP) <i>The copay is waived for the first three office visits to a primary care provider per benefit period (See footnote 1)</i> Specialist Care	\$0 copay per visit for visits 1-3, then \$20 copay per visit for visits 4+. (See footnote 1) \$20 copay per visit deductible does not apply	All billed amounts exceeding the maximum allowed amount. (See footnote 2) All billed amounts exceeding the maximum allowed amount. (See footnote 2)
<u>Other Practitioner Visits</u> Retail Health Clinic Manipulation Therapy <i>Pre-authorization review by American Specialty Health (ASH) is required after the 5th visit.</i> Acupuncture <i>Coverage is limited to 12 visits per benefit period.</i>	\$20 copay per visit deductible does not apply 0% coinsurance after deductible is met 0% coinsurance after deductible is met	All billed amounts exceeding the maximum allowed amount. (See footnote 2) Not covered 50% of maximum allowed amount (See footnote 2)
<u>Other Services in an Office</u> Allergy Testing	0% coinsurance after deductible is met	Not covered

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
<p>Chemo/Radiation Therapy</p> <p>Dialysis/Hemodialysis <i>Coverage for a Non-Network Provider is limited to \$350 maximum per visit. (See footnote 3)</i></p> <p>Prescription Drugs <i>Dispensed in the office</i></p> <p>Surgery</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>
<p><u>Diagnostic Services</u> Lab</p> <p>Office</p> <p>Freestanding Lab</p> <p>Outpatient Hospital</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>Not covered</p> <p>Not covered</p> <p>Not covered</p>
<p>X-Ray</p> <p>Office</p> <p>Freestanding Radiology Center</p> <p>Outpatient Hospital</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>Not covered</p> <p>Not covered</p> <p>Not covered</p>

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
<p>Advanced Diagnostic Imaging <i>for example: MRI, PET and CAT scans</i></p> <p>Office <i>Coverage for a Non-Network Provider is limited to \$800 maximum per test. (See footnote 3)</i></p> <p>Freestanding Radiology Center <i>Coverage for a Non-Network Provider is limited to \$800 maximum per test. (See footnote 3)</i></p> <p>Outpatient Hospital <i>Coverage for a Non-Network Provider is limited to \$800 maximum per test. (See footnote 3)</i></p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p>
<p><u>Emergency and Urgent Care</u></p> <p>Urgent Care</p> <p>Emergency Room Facility Services <i>Copay waived if admitted.</i></p> <p>Emergency Room Doctor and Other Services</p> <p>Ambulance</p>	<p>\$20 copay per visit deductible does not apply</p> <p>\$100 copay per visit and then 0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>\$100 copay per trip and then 0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>Covered as In-Network</p> <p>Covered as In-Network</p> <p>Covered as In-Network</p>
<p><u>Outpatient Mental Health and Substance Use Disorder</u></p> <p>Doctor Office Visit</p>	<p>\$20 copay per visit deductible does not apply</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
<p>Facility Visit</p> <p>Facility Fees</p> <p>Doctor Services</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>
<p><u>Outpatient Surgery</u></p> <p>Facility Fees</p> <p>Hospital <i>Services and supplies for the following outpatient surgeries are subject to a benefit limit if performed in an outpatient hospital setting. The benefit limit does not apply if performed in a Freestanding Ambulatory Surgical Center.</i></p> <ul style="list-style-type: none"> o Arthroscopy limited to \$4,500 per procedure o Cataract surgery limited to \$2,000 per procedure o Colonoscopy limited to \$1,500 per procedure o Upper GI Endoscopy limited to \$1,000 per procedure o Upper GI Endoscopy with biopsy limited to \$1,250 per procedure <p>Freestanding Surgical Center <i>Coverage for a Non-Network Provider is limited to \$350 maximum per day. (See footnote 3)</i></p> <p>Doctor and Other Services</p> <p>Hospital</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>
<p><u>Hospital (Including Maternity, Mental Health and Substance Use Disorder)</u> <i>Coverage is limited to \$600 benefit maximum per day for non-emergency admission at a Non-Network provider. (See footnote 3)</i></p> <p>Facility Fees</p>	<p>0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the lesser of</p>

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
<p>Hip/Knee/Spine Surgeries <i>For inpatient services, this benefit is covered only when performed at a designated Blue Distinction Plus Center for Specialty Care. Subject to utilization review.</i></p> <p>Doctor and other services</p>	<p>0% coinsurance after medical deductible is met</p> <p>0% coinsurance after medical deductible is met</p>	<p>the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>Not Covered</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>
<p><u>Recovery & Rehabilitation</u></p> <p>Home Health Care <i>Coverage is limited to 100 visits per benefit period. Coverage for a Non-Network Provider is limited to \$150 maximum per day. (See footnote 3)</i></p>	<p>0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p>
<p>Rehabilitation services</p> <p>Office <i>Pre-authorization review by American Specialty Health (ASH) is required after the 5th visit).</i></p> <p>Outpatient Hospital</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>Not covered</p> <p>Not covered</p>
<p>Cardiac rehabilitation <i>Coverage is limited to 36 visits per benefit period.</i></p> <p>Office</p> <p>Outpatient Hospital</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>Not covered</p> <p>Not covered</p>
<p>Skilled Nursing Care (facility) <i>Coverage for Inpatient rehabilitation and skilled nursing services is limited to 150 days combined per benefit period. Coverage for a Non-Network Provider is limited to \$600 maximum per day. (See footnote 3)</i></p>	<p>0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p>

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Inpatient Hospice	No charge	All billed amounts exceeding the maximum allowed amount. (See footnote 2)
Durable Medical Equipment	0% coinsurance after deductible is met	Not covered
Prosthetic Devices	0% coinsurance after deductible is met	Not covered
Hearing Aids <i>Benefit is limited to \$700 every 24 months. (See footnote 3)</i>	0% coinsurance after deductible is met	All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)

Footnote 1: The office visit copay is waived for the first three office visits to a primary care provider per benefit period. The copay waiver applies to the actual office visit and additional cost shares may apply for any other service performed in the office (i.e., X-ray, lab, surgery), after any applicable deductible. Primary care providers are defined as General and Family Practitioners, Internists, Gynecologists, Obstetrics/Gynecology, Pediatricians and Nurse Practitioners. The office visit copay will apply to all other provider specialties.

Footnote 2: When using Non-Network PPO Providers, members are responsible for any difference between the maximum allowed amount and actual charges, as well as any deductible & percentage copay.

Footnote 3: The plan may pay for the following services and supplies up to the maximum number of days or visits and/or dollar maximum shown. When using non-network providers, the plan will pay the lesser of the benefit maximum or the maximum allowed amount. If the maximum allowed amount is less than the listed benefit maximum, the plan will not exceed the maximum allowed amount. Likewise, if the listed benefit maximum is less than the maximum allowed amount, the plan will not exceed the listed benefit maximum.

Notes:

- If you have an office visit with your Primary Care Physician or Specialist at an Outpatient Facility (e.g., Hospital or Ambulatory Surgical Facility), benefits for Covered Services will be paid under "Outpatient Facility Services".
- Costs may vary by the site of service. Other cost shares may apply depending on services provided. Check your Benefit Booklet for details.
- Coverage includes standard fertility preservation services as a basic healthcare service including but are not limited to, injections, cryopreservation and storage for both male and female members when a medically necessary treatment may cause iatrogenic infertility. Member cost share for fertility preservation services is based on provider type and service rendered.

This summary of benefits is a brief outline of coverage, designed to help you with the selection process. This summary does not reflect each and every benefit, exclusion and limitation that may apply to the coverage. For more details, important limitations and exclusions, please review the Benefit Booklet. If there is a difference between this summary and the Benefit Booklet, the Benefit Booklet will prevail.



Self-Insured Schools of California (SISC) Pharmacy Benefit Schedule

PLAN RX 9-35

	Walk-In				Mail	
	Network		Costco		Costco	Navitus
Days' Supply*	30	90	30	90	90	30
Generic	\$9	N/A	FREE	FREE	FREE	N/A
Brand	\$35	N/A	\$35	\$90	\$90	N/A
Specialty	N/A	N/A	N/A	N/A	N/A	\$35
Out-of-Pocket Maximum	\$2,500 Individual / \$3,500 Family					

SISC urges members to use generic drugs when available. If you or your physician requests the brand name when a generic equivalent is available, you will pay the generic copay plus the difference in cost between the brand and generic. The difference in cost between the brand and generic will not count toward the Annual Out-of-Pocket Maximum.

*Members may receive up to 30 days and/or up to 90 days supply of medication at participating pharmacies. Some narcotic pain and cough medications are not included in the Costco Free Generic or 90day supply programs. Navitus contracts with most independent and chain pharmacies with the exception of Walgreens.

Mail Order Service

The Mail Order Service allows you to receive a 90-day supply of maintenance medications. This program is part of your pharmacy benefit and is **voluntary**.

Specialty Pharmacy

Navitus SpecialtyRx helps members who are taking medications for certain chronic illnesses or complex diseases by providing services that offer convenience and support. This program is part of your pharmacy benefit and is **mandatory**.

For information regarding the Prescription Drug Program call or visit on-line:

Navitus Customer Care 1-866-333-2757 (toll-free) TTY (toll free) 711 www.navitus.com

The Navitus Member Portal allows you to access personalized pharmacy benefit information online at www.navitus.com. For information specific to your plan, visit the Navitus Member Portal. Activate your account online using the Member Login link and an activation email will be sent to you. The site provides access to prescription benefits, pharmacy locator, drug search, drug interaction information, medication history, and mail order information. The site is available 24 hours a day, seven days a week.

Your summary of benefits

Anthem® Blue Cross

Your Plan: SISC (Self Insured Schools of California): 100-G \$20 Anthem Classic PPO

Your Network: Prudent Buyer PPO

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Overall Deductible	\$500 person / \$1,000 family	
Out-of-Pocket Limit	\$1,000 person / \$3,000 family	No limit person / No limit family
<p>The family deductible and out-of-pocket maximum are embedded, meaning the cost shares of one family member will be applied to both per person deductible and per person out-of-pocket maximum; in addition, amounts for all covered family members apply to both the family deductible and family out-of-pocket maximum. No one member will pay more than the per person deductible or per person out-of-pocket maximum. Fourth quarter deductible carryover applies.</p> <p>Your copays, coinsurance and deductible count toward your out of pocket amount(s).</p> <p>In-network and out-of-network deductibles are combined and accumulate toward each other; however, in-network and out-of-network out-of-pocket maximum amounts accumulate separately and do not accumulate toward each other.</p>		
Preventive Care / Screening / Immunization	No charge	Not covered
Preventive Care for Chronic Conditions <i>per IRS guidelines</i>	No charge	Not covered
<p><u>Virtual Care (Telemedicine / Telehealth Visits)</u></p> <p>Virtual Visits - Online visits with Doctors who also provide services in person</p> <p>Primary Care (PCP) <i>The copay is waived for the first three office visits to a primary care provider per benefit period (See footnote 1)</i></p> <p>Mental Health and Substance Use Disorder care</p>	<p>\$0 copay per visit for visits 1-3, then \$20 copay per visit for visits 4+. <i>(See footnote 1)</i></p> <p>\$20 copay per visit deductible does not apply</p>	<p>All billed amounts exceeding the maximum allowed amount. <i>(See footnote 2)</i></p> <p>All billed amounts exceeding the maximum allowed amount. <i>(See footnote 2)</i></p>

Anthem Blue Cross is the trade name of Blue Cross of California. Anthem Blue Cross and Anthem Blue Cross Life and Health Insurance Company are independent licensees of the Blue Cross Association. ® ANTHEM is a registered trademark of Anthem Insurance Companies, Inc. The Blue Cross name and symbol are registered marks of the Blue Cross Association.

Questions: Visit us at www.anthem.com/ca/sisc

CA/LG/SISC (Self Insured Schools of California): 100-G \$20 Anthem Classic PPO//10-01-2022

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Specialist	\$20 copay per visit deductible does not apply	All billed amounts exceeding the maximum allowed amount. (See footnote 2)
Medical Chats and Virtual (Video) Visits for Primary Care from our Online Provider K Health, through its affiliated Provider groups	No charge	
Virtual Visits from Online Provider LiveHealth Online via www.livehealthonline.com ; our mobile app, website or Anthem-enabled device Primary Care (PCP) and Mental Health and Substance Use Disorder Specialist Care	No charge \$20 copay per visit deductible does not apply	
<u>Visits in an Office</u> Primary Care (PCP) <i>The copay is waived for the first three office visits to a primary care provider per benefit period (See footnote 1)</i> Specialist Care	\$0 copay per visit for visits 1-3, then \$20 copay per visit for visits 4+. (See footnote 1) \$20 copay per visit deductible does not apply	All billed amounts exceeding the maximum allowed amount. (See footnote 2) All billed amounts exceeding the maximum allowed amount. (See footnote 2)
<u>Other Practitioner Visits</u> Retail Health Clinic Manipulation Therapy <i>Pre-authorization review by American Specialty Health (ASH) is required after the 5th visit).</i> Acupuncture <i>Coverage is limited to 12 visits per benefit period.</i>	\$20 copay per visit deductible does not apply 0% coinsurance after deductible is met 0% coinsurance after deductible is met	All billed amounts exceeding the maximum allowed amount. (See footnote 2) Not covered 50% of maximum allowed amount (See footnote 2)

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
<p><u>Other Services in an Office</u></p> <p>Allergy Testing</p> <p>Chemo/Radiation Therapy</p> <p>Dialysis/Hemodialysis <i>Coverage for a Non-Network Provider is limited to \$350 maximum per visit. (See footnote 3)</i></p> <p>Prescription Drugs <i>Dispensed in the office</i></p> <p>Surgery</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>Not covered</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>
<p><u>Diagnostic Services</u></p> <p>Lab</p> <p>Office</p> <p>Freestanding Lab</p> <p>Outpatient Hospital</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>Not covered</p> <p>Not covered</p> <p>Not covered</p>
<p>X-Ray</p> <p>Office</p> <p>Freestanding Radiology Center</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>Not covered</p> <p>Not covered</p>

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Outpatient Hospital	0% coinsurance after deductible is met	Not covered
<p>Advanced Diagnostic Imaging <i>for example: MRI, PET and CAT scans</i></p> <p>Office <i>Coverage for a Non-Network Provider is limited to \$800 maximum per test. (See footnote 3)</i></p> <p>Freestanding Radiology Center <i>Coverage for a Non-Network Provider is limited to \$800 maximum per test. (See footnote 3)</i></p> <p>Outpatient Hospital <i>Coverage for a Non-Network Provider is limited to \$800 maximum per test. (See footnote 3)</i></p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p>
<p><u>Emergency and Urgent Care</u></p> <p>Urgent Care</p> <p>Emergency Room Facility Services <i>Copay waived if admitted.</i></p> <p>Emergency Room Doctor and Other Services</p> <p>Ambulance</p>	<p>\$20 copay per visit deductible does not apply</p> <p>\$100 copay per visit and then 0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>\$100 copay per trip and then 0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>Covered as In-Network</p> <p>Covered as In-Network</p> <p>Covered as In-Network</p>

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
<p><u>Outpatient Mental Health and Substance Use Disorder</u></p> <p>Doctor Office Visit</p> <p>Facility Visit</p> <p>Facility Fees</p> <p>Doctor Services</p>	<p>\$20 copay per visit deductible does not apply</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>
<p><u>Outpatient Surgery</u></p> <p>Facility Fees</p> <p>Hospital</p> <p><i>Services and supplies for the following outpatient surgeries are subject to a benefit limit if performed in an outpatient hospital setting. The benefit limit does not apply if performed in a Freestanding Ambulatory Surgical Center.</i></p> <ul style="list-style-type: none"> o Arthroscopy limited to \$4,500 per procedure o Cataract surgery limited to \$2,000 per procedure o Colonoscopy limited to \$1,500 per procedure o Upper GI Endoscopy limited to \$1,000 per procedure o Upper GI Endoscopy with biopsy limited to \$1,250 per procedure <p>Freestanding Surgical Center</p> <p><i>Coverage for a Non-Network Provider is limited to \$350 maximum per day. (See footnote 3)</i></p> <p>Doctor and Other Services</p> <p>Hospital</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p> <p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>All billed amounts exceeding the maximum allowed amount.</p>

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
		(See footnote 2)
<p><u>Hospital (Including Maternity, Mental Health and Substance Use Disorder)</u> <i>Coverage is limited to \$600 benefit maximum per day for non-emergency admission at a Non-Network provider. (See footnote 3)</i></p> <p>Facility Fees</p> <p>Hip/Knee/Spine Surgeries <i>For inpatient services, this benefit is covered only when performed at a designated Blue Distinction Plus Center for Specialty Care. Subject to utilization review.</i></p> <p>Doctor and other services</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after medical deductible is met</p> <p>0% coinsurance after medical deductible is met</p>	<p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p> <p>Not Covered</p> <p>All billed amounts exceeding the maximum allowed amount. (See footnote 2)</p>
<p><u>Recovery & Rehabilitation</u></p> <p>Home Health Care <i>Coverage is limited to 100 visits per benefit period. Coverage for a Non-Network Provider is limited to \$150 maximum per day. (See footnote 3)</i></p>	<p>0% coinsurance after deductible is met</p>	<p>All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)</p>
<p>Rehabilitation services</p> <p>Office <i>Pre-authorization review by American Specialty Health (ASH) is required after the 5th visit).</i></p> <p>Outpatient Hospital</p>	<p>0% coinsurance after deductible is met</p> <p>0% coinsurance after deductible is met</p>	<p>Not covered</p> <p>Not covered</p>
<p>Cardiac rehabilitation <i>Coverage is limited to 36 visits per benefit period.</i></p> <p>Office</p>	<p>0% coinsurance after deductible is met</p>	<p>Not covered</p>

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Outpatient Hospital	0% coinsurance after deductible is met	Not covered
Skilled Nursing Care (facility) <i>Coverage for Inpatient rehabilitation and skilled nursing services is limited to 150 days combined per benefit period.</i> <i>Coverage for a Non-Network Provider is limited to \$600 maximum per day.</i> <i>(See footnote 3)</i>	0% coinsurance after deductible is met	All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)
Inpatient Hospice	No charge	All billed amounts exceeding the maximum allowed amount. (See footnote 2)
Durable Medical Equipment	0% coinsurance after deductible is met	Not covered
Prosthetic Devices	0% coinsurance after deductible is met	Not covered
Hearing Aids <i>Benefit is limited to \$700 every 24 months. (See footnote 3)</i>	0% coinsurance after deductible is met	All billed amounts exceeding the lesser of the benefit maximum or maximum allowed amount. (See footnote 2 and 3)

Footnote 1: The office visit copay is waived for the first three office visits to a primary care provider per benefit period. The copay waiver applies to the actual office visit and additional cost shares may apply for any other service performed in the office (i.e., X-ray, lab, surgery), after any applicable deductible. Primary care providers are defined as General and Family Practitioners, Internists, Gynecologists, Obstetrics/Gynecology, Pediatricians and Nurse Practitioners. The office visit copay will apply to all other provider specialties.

Footnote 2: When using Non-Network PPO Providers, members are responsible for any difference between the maximum allowed amount and actual charges, as well as any deductible & percentage copay.

Footnote 3: The plan may pay for the following services and supplies up to the maximum number of days or visits and/or dollar maximum shown. When using non-network providers, the plan will pay the lesser of the benefit maximum or the maximum allowed amount. If the maximum allowed amount is less than the listed benefit maximum, the plan will not exceed the maximum allowed amount. Likewise, if the listed benefit maximum is less than the maximum allowed amount, the plan will not exceed the listed benefit maximum.

Notes:

- If you have an office visit with your Primary Care Physician or Specialist at an Outpatient Facility (e.g., Hospital or Ambulatory Surgical Facility), benefits for Covered Services will be paid under “Outpatient Facility Services”.
- Costs may vary by the site of service. Other cost shares may apply depending on services provided. Check your Benefit Booklet for details.
- Coverage includes standard fertility preservation services as a basic healthcare service including but are not limited to, injections, cryopreservation and storage for both male and female members when a medically necessary treatment may cause iatrogenic infertility. Member cost share for fertility preservation services is based on provider type and service rendered.

This summary of benefits is a brief outline of coverage, designed to help you with the selection process. This summary does not reflect each and every benefit, exclusion and limitation that may apply to the coverage. For more details, important limitations and exclusions, please review the Benefit Booklet. If there is a difference between this summary and the Benefit Booklet, the Benefit Booklet will prevail.



Self-Insured Schools of California (SISC) Pharmacy Benefit Schedule

PLAN RX 5-20

	Walk-In				Mail	
	Network		Costco		Costco	Navitus
Days' Supply*	30	90	30	90	90	30
Generic	\$5	N/A	FREE	FREE	FREE	N/A
Brand	\$20	N/A	\$20	\$50	\$50	N/A
Specialty	N/A	N/A	N/A	N/A	N/A	\$20
Out-of-Pocket Maximum	\$1,500 Individual / \$2,500 Family					

SISC urges members to use generic drugs when available. If you or your physician requests the brand name when a generic equivalent is available, you will pay the generic copay plus the difference in cost between the brand and generic. The difference in cost between the brand and generic will not count toward the Annual Out-of-Pocket Maximum.

*Members may receive up to 30 days and/or up to 90 days supply of medication at participating pharmacies. Some narcotic pain and cough medications are not included in the Costco Free Generic or 90day supply programs. Navitus contracts with most independent and chain pharmacies with the exception of Walgreens.

Mail Order Service

The Mail Order Service allows you to receive a 90-day supply of maintenance medications. This program is part of your pharmacy benefit and is **voluntary**.

Specialty Pharmacy

Navitus SpecialtyRx helps members who are taking medications for certain chronic illnesses or complex diseases by providing services that offer convenience and support. This program is part of your pharmacy benefit and is **mandatory**.

For information regarding the Prescription Drug Program call or visit on-line:
Navitus Customer Care 1-866-333-2757 (toll-free) TTY (toll free) 711 www.navitus.com

The Navitus Member Portal allows you to access personalized pharmacy benefit information online at www.navitus.com. For information specific to your plan, visit the Navitus Member Portal. Activate your account online using the Member Login link and an activation email will be sent to you. The site provides access to prescription benefits, pharmacy locator, drug search, drug interaction information, medication history, and mail order information. The site is available 24 hours a day, seven days a week.

Benefit Highlights

WEST KERN COMMUNITY COLLEGE 04493

Effective January 1, 2023 to December 31, 2023

This is a short summary of your plan benefits and costs. See your Summary of Benefits for more information. Or review the Evidence of Coverage for a complete description of benefits, limitations, exclusions and restrictions.

Prescription drugs

	Your cost	
Initial coverage stage	Network pharmacy (30-day retail supply)	Mail service pharmacy (90-day supply)
Tier 1: Preferred Generic	\$5 copay	\$10 copay
Tier 2: Preferred Brand	\$15 copay	\$30 copay
Tier 3: Non-preferred Drug	\$30 copay	\$60 copay
Tier 4: Specialty Tier	\$30 copay	\$60 copay
Coverage gap stage	After your total drug costs reach \$4,660, the plan continues to pay its share of the cost of your drugs and you pay your share of the cost	
Catastrophic coverage stage	After your total out-of-pocket costs reach \$7,400, you will pay the greater of \$4.15 copay for generic (including brand drugs treated as generic), \$10.35 copay for all other drugs, or 5% coinsurance	

Retiree plan prospects must meet the eligibility requirements to enroll for group coverage. This information is not a complete description of benefits. Contact the plan for more information. Limitations, copayments, and restrictions may apply. Drug lists (formulary), pharmacy network, premium and/or copayments/coinsurance may change each plan year.

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Procedure for

Evaluation of Adjunct Faculty

Adjunct Faculty members shall be evaluated for a minimum of one class section per discipline for the first two semesters of teaching. From the third semester onward, if any *new* disciplines are taught, the Adjunct Faculty member shall be evaluated a minimum of one class section per discipline. After the first two semesters, the Adjunct Faculty member shall be evaluated a minimum of once every third calendar year of teaching.

Adjunct Counselors shall be evaluated for a minimum of one counseling session for the first two semesters of counseling. From the third semester onward, if working in a new or different program, the Adjunct Counselor shall be evaluated a minimum of one counseling session in the new or different program. After the first two semesters, the Adjunct Counselor shall be evaluated a minimum of once every third calendar year for the duration of employment.

The evaluation process document will be prepared and distributed to the Adjunct Faculty member, Division Chair, Supervising Administrator and Supervising Assistant by the Human Resources Department (HRD) during the fall or spring in-service. All evaluation forms are located in the Human Resources Department and on the HRD website.

The evaluation shall include:

1. Curriculum Packet (if applicable)
2. Division Chair (or designee) and Supervising Administrator (or designee) observations
3. Director of Distance Learning observation (if applicable)
4. Student evaluations (if applicable)
5. Division Chair (or designee) evaluation and Division Chair recommendation
6. Supervising Administrator (or designee) evaluation and Supervising Administrator recommendation

Teaching Adjunct Faculty	Non-Teaching Adjunct Counselor
Curriculum Packet	
Division Chair (or designee) and Supervising Administrator (or designee) Observations	Division Chair (or designee) and Supervising Administrator (or designee) Observations

Director of Distance Learning Observation (if applicable)	
Student Evaluations	Student Evaluations
Division Chair (or designee) Evaluation and Division Chair Recommendation	Division Chair (or designee) Evaluation and Division Chair Recommendation
Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation	Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation

Curriculum Packet

A teaching Adjunct Faculty member shall submit a complete curriculum packet to the Supervising Administrator and to the Division Chair for review and evaluation by the end of the 7th week of the semester. A complete curriculum packet consists of:

- a. syllabus
- b. sample lesson
- c. sample assignment
- d. sample assessment i.e. test or quiz

Division Chair (or designee) and Supervising Administrator (or designee)

Observation Process

The Supervising Administrator (or designee) and Division Chair (or designee) shall conduct a classroom and/or workplace observation of at least one of the Adjunct Faculty member's sessions within the 8th to 16th weeks of the fall or spring semester. The Supervising Administrator (or designee) and Division Chair (or designee) shall meet with the Adjunct Faculty member in person within five working days of the observation to discuss the observation and both parties shall sign and date the observation document at the conclusion of the meeting.

Director of Distance Learning Observation

The Director of Distance Learning shall contact the Adjunct Faculty member by the end of the 7th week of the fall or spring semester to determine which distance learning course the Adjunct Faculty member would like observed. The Director of Distance Learning shall conduct an observation of the identified distance learning course within the 8th to 16th weeks of the fall or spring semesters. The Director of Distance Learning shall meet with the Adjunct Faculty member within five working days of the observation to discuss the observation. The Director of Distance Learning shall submit the completed observation form

to the Division Chair and Supervising Administrator on or before the Friday of the 16th week of the fall or spring semester.

Student Evaluations

Adjunct Faculty Teaching

The HRD will prepare and distribute the student evaluation process document and student evaluation packets for every face-to-face section the Adjunct Faculty member teaches during the semester by the end of the 9th week of the fall or spring semester. The Distance Learning department will upload into Canvas the student evaluation document for every online section the Adjunct Faculty member teaches during the semester by the end of the 9th week of the fall or spring semester. The Distance Learning department will notify the students that the evaluation form is available and that the due date for completion is on or before the Friday of the 13th week of the fall or spring semester.

The HRD will notify the Adjunct Faculty member of the commencement of the student evaluation process and of the need to notify their students to complete evaluations. It is the Adjunct Faculty member's responsibility to ensure that student evaluations are completed in the applicable format.

For each face-to-face section taught by an Adjunct Faculty member, a person other than that Adjunct Faculty member will administer the evaluation instrument on or before the Friday of the 13th week of the fall or spring semester. The completed evaluations shall be turned into the Human Resources Department on or before the Friday of the 13th week of the fall or spring semester.

Instructions Attached to the Face-to-Face Student Evaluation Packets

Instructions for Faculty Member:

1. *The enclosed evaluations are to be completed by the Friday of the 13th week of the fall semester.*
2. *Please select a student to supervise the Instructor and Course evaluation process.*
3. *Review the instructions listed below with the Student Supervisor. The Faculty Member shall leave the room while the students are completing the evaluations.*

Instructions for Student Supervisor:

1. *Distribute an evaluation form to each student in the class.*
2. *Read the following instructions to the class aloud:*

"In a continuing effort to improve instruction at Taft College, you are asked to take about ten minutes to complete an evaluation on your instructor and course. The results of this evaluation will be used by the instructor as feedback to determine his/her strengths and weaknesses as assessed by the student. No

instructor will see the results of this evaluation until this semester is completed and all grades have been turned in to the Record's Office."

3. Upon completion of the evaluation by your fellow students, place the completed evaluation forms in the tamper resistant envelope, SEAL and SIGN YOUR NAME OVER THE SEAL in the presence of the class. Immediately return the sealed envelope to your instructor, who will return the sealed envelope to the Human Resources Department or HRD mailbox by the deadline.

For each distance learning section taught by the Adjunct Faculty member, the completed student evaluations will be returned to the distance learning department and the distance learning department will forward the evaluations to the Human Resources Department on or before the Friday of the 13th week of the fall or spring semester.

Adjunct Faculty Counselors

The HRD will provide the student evaluation documents to the front desk counseling center staff by the Monday of the 1st week of the fall or spring semester for dissemination between the 1st through 13th weeks of the fall or spring semester. The completed evaluations shall be turned into the Human Resources Department on or before the Friday of the 13th week of the fall or spring semester.

Under the direction of the Human Resources Department, the student evaluation documents shall be ~~compiled~~ scanned into an electronic file for each Adjunct Faculty member. The HRD will forward the student evaluation results to the Supervising Administrator and Division Chair. The Supervising Administrator will distribute the student evaluation results to the Adjunct Faculty member once final grades are submitted.

Division Chair (or designee) Evaluation and Division Chair Recommendation

The peer evaluation form, from the Division Chair (or designee), is due to the Supervising Administrator on or before the Friday of the 16th week of the fall or spring semester. The Division Chair recommendation memo is due to the Supervising Administrator on or before the Friday of the 16th week of the fall or spring semester.

Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation

The Supervising Administrator reviews the observation documents and Division Chair recommendation memo and then makes a recommendation for eligible for re-employment, eligible for re-employment with qualification, or not eligible for re-employment. The Supervising Administrators recommendation and

supporting documents are due to the Human Resources Department on or before the Friday of the 17th week of the fall or spring semesters.

Adjunct Faculty Evaluation Timeline Fall Semester	
Document	Deadline
Curriculum Packet (if applicable)	End of the 7 th week of the semester to the Division Chair and Supervising Administrator
Classroom or Workplace Observations	Within the 3 rd to 7 th weeks of the semester for short-term classes Within the 8 th to 16 th weeks of the semester
Distance Learning Observation (if applicable)	Within the 3 rd to 7 th weeks of the semester for short-term classes Within the 8 th to 16 th weeks of the semester
Student Evaluations (if applicable)	HRD & DL disseminate by end of the 3 rd week of the semester; Student completion within the 4 th to 8 th weeks of the semester for short-term classes HRD & DL disseminate by end of the 9 th week of the semester; Student completion within the 10 th to 13 th weeks of the semester For counselors HRD disseminates within the 1 st to 13 th weeks of the semester; Student completion by end of the 13 th week
Division Chair (or designee) Evaluation Division Chair Recommendation	On or before the Friday of the 16 th week of the semester to the Supervising Administrator
Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation	On or before the Friday of the 17 th week of the semester to the Human Resources Department

Adjunct Faculty Evaluation Timeline Spring Semester	
Document	Deadline
Curriculum Packet (if applicable)	End of the 7 th week of the semester to the Division Chair and Supervising Administrator
Classroom or Workplace Observations	Within the 3 rd to 7 th weeks of the semester for short-term classes Within the 8 th to 16 th weeks of the semester
Distance Learning Observation (if applicable)	Within the 3 rd to 7 th weeks of the semester for short-term classes Within the 8 th to 16 th weeks of the semester
Student Evaluations (if applicable)	HRD & DL disseminate by end of the 3 rd week of the semester; Student completion within the 4 th to 8 th weeks of the semester for short-term classes HRD & DL disseminate by end of the 9 th week of the semester; Student completion within the 10 th to 13 th weeks of the semester For counselors HRD disseminates within the 1 st to 13 th weeks of the semester; Student completion by end of the 13 th week
Division Chair (or designee) Evaluation Division Chair Recommendation	On or before the Friday of the 16 th week of the semester to the Supervising Administrator
Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation	On or before the Friday of the 17 th week of the semester to the Human Resources Department

**Adjunct Faculty****Evaluation Process**

[Adjunct Faculty Name]

[insert academic year]

The evaluation shall include: (see timeline)

1. Curriculum Packet (if applicable)
2. Division Chair (or designee) and Supervising Administrator (or designee) observations
3. Director of Distance Learning observation (if applicable)
4. Student evaluations (if applicable)
5. Division Chair (or designee) evaluation and Division Chair recommendation
6. Supervising Administrator (or designee) evaluation and Supervising Administrator recommendation

Teaching Adjunct Faculty	Non-Teaching Adjunct Counselor
Curriculum Packet	
Division Chair (or designee) and Supervising Administrator (or designee) Observations	Division Chair (or designee) and Supervising Administrator (or designee) Observations
Director of Distance Learning Observation (if applicable)	
Student Evaluations	Student Evaluations
Division Chair (or designee) Evaluation and Division Chair Recommendation	Division Chair (or designee) Evaluation and Division Chair Recommendation
Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation	Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation

Curriculum Packet

A teaching Adjunct Faculty member shall submit a complete curriculum packet to the Supervising Administrator and to the Division Chair for review and evaluation by the end of the 7th week of the fall semester. A complete curriculum packet consists of:

- a. syllabus
- b. sample lesson
- c. sample assignment
- d. sample assessment i.e. test or quiz

Division Chair (or designee) and Supervising Administrator (or designee) Observation Process

The Supervising Administrator (or designee) and Division Chair (or designee) shall conduct a classroom and/or workplace observation of at least one of the Adjunct Faculty member's sessions within the 8th to 16th weeks of the fall semester.

The Supervising Administrator (or designee) and Division Chair (or designee) shall meet with the

Adjunct Faculty member in person within five working days of the observation to discuss the observation and both parties shall sign and date the observation document at the conclusion of the meeting.

Director of Distance Learning Observation

The Director of Distance Learning shall contact the Adjunct Faculty member by the end of the 7th week of the fall semester to determine which distance learning course the Adjunct Faculty member would like observed.

The Director of Distance Learning shall conduct an observation of the identified distance learning course within the 8th to 16th weeks of the fall semester.

The Director of Distance Learning shall meet with the Adjunct Faculty member within five working days of the observation to discuss the observation.

Student Evaluations

Adjunct Faculty Teaching

The HRD will prepare and distribute the student evaluation process document and student evaluation packets for every face-to-face section the Adjunct Faculty member teaches during the semester by the end of the 9th week of the fall semester. The Distance Learning department will upload into Canvas the student evaluation document for every online section the Adjunct Faculty member teaches during the semester by the end of the 9th week of the fall semester. The Distance Learning department will notify the students that the evaluation form is available and that the due date for completion is on or before the Friday of the 13th week of the fall semester.

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For each distance learning section taught by the Adjunct Faculty member, the completed student evaluations will be returned to the distance learning department and the distance learning department will forward the evaluations to the Human Resources Department on or before the Friday of the 13th week of the fall semester.

Adjunct Faculty Counselors

The HRD will provide the student evaluation documents to the front desk counseling center staff by the Monday of the 1st week of the fall semester for dissemination between the 1st through 13th weeks of the fall semester. The completed evaluations shall be turned into the Human Resources Department on or before the Friday of the 13th week of the fall semester.

Under the direction of the Human Resources Department, the student evaluation documents shall be scanned into an electronic file for each Adjunct Faculty member. The HRD will forward the student evaluation results to the Supervising Administrator and Division Chair. The Supervising Administrator will distribute the student evaluation results to the Adjunct Faculty member once final grades are submitted.

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The Supervising Administrator reviews the observation documents and Division Chair recommendation memo and then makes a recommendation for eligible for re-employment, eligible for re-employment with qualification, or not eligible for re-employment. The Supervising Administrators recommendation and supporting documents are due to the Human Resources Department on or before the Friday of the 17th week of the fall semester.

Adjunct Faculty Evaluation Timeline Fall Semester		
Document	Deadline	Specific Date
Curriculum Packet (if applicable)	End of the 7 th week of the semester to the Division Chair and Supervising Administrator	
Classroom or Workplace Observations	Within the 3 rd to 7 th weeks of the semester for short-term classes Within the 8 th to 16 th weeks of the semester	
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**Adjunct Faculty****Evaluation Process**

[Adjunct Faculty Name]

[insert academic year]

The evaluation shall include: (see timeline)

1. Curriculum Packet (if applicable)
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3. Director of Distance Learning observation (if applicable)
4. Student evaluations (if applicable)
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6. Supervising Administrator (or designee) evaluation and Supervising Administrator recommendation

Teaching Adjunct Faculty	Non-Teaching Adjunct Counselor
Curriculum Packet	
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Division Chair (or designee) Evaluation and Division Chair Recommendation	Division Chair (or designee) Evaluation and Division Chair Recommendation
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Adjunct Faculty Evaluation Timeline Spring Semester		
Document	Deadline	Specific Date
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Division Chair (or designee) Evaluation Division Chair Recommendation	On or before the Friday of the 16 th week of the semester to the Supervising Administrator	
Supervising Administrator (or designee) Evaluation and Supervising Administrator Recommendation	On or before the Friday of the 17 th week of the semester to the Human Resources Department	



Adjunct Teaching Faculty Observation Form

Name: _____ Date: _____

Location: _____ Time: _____

Observer's Name: _____ Class: _____

1. Relevancy of subject matter to course objectives

Excellent Good Satisfactory Needs Improvement Not Observed

2. Adaptation of materials to student needs

Excellent Good Satisfactory Needs Improvement Not Observed

3. Preparation

Excellent Good Satisfactory Needs Improvement Not Observed

4. Presentation of material is organized and stimulating

Excellent Good Satisfactory Needs Improvement Not Observed

5. Instructional techniques address diverse student learning styles

Excellent Good Satisfactory Needs Improvement Not Observed

6. Effective use of student time

Excellent Good Satisfactory Needs Improvement Not Observed

7. Critical thinking stimulation

Excellent Good Satisfactory Needs Improvement Not Observed

8. Enthusiasm for teaching

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
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9. Enthusiasm for subject

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
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10. Professionalism

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
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11. Rapport with students (tact, consideration, friendliness, humor)

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
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12. Communication with students

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
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13. Appropriate student participation

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
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14. Observer Comments:

15. Additional Observer comments for areas that have not been addressed:

16. Adjunct Faculty Member Comments:

 Evaluator Signature

 Date

 Adjunct Faculty Member Signature

 Date



Adjunct Non-Teaching Faculty Non Counselor Observation Form

Name: _____ Date: _____

Location: _____ Time: _____

Observer's Name: _____

1. Professionalism

a. Keeps current on trends & development in professional field and shows evidence in maintaining professional growth

Excellent Good Satisfactory Needs improvement Not applicable

b. Has a good rapport with colleagues

Excellent Good Satisfactory Needs improvement Not applicable

c. Accepts criticism

Excellent Good Satisfactory Needs improvement Not applicable

d. Submits required departmental reports on time

Excellent Good Satisfactory Needs improvement Not applicable

e. Maintain adequate and appropriate records

Excellent Good Satisfactory Needs improvement Not applicable

f. Observe health and safety regulations

Excellent Good Satisfactory Needs improvement Not applicable

g. Attend required meetings

Excellent Good Satisfactory Needs improvement Not applicable

2. Professional Contributions

a. Makes contributions to the department/college

Excellent	Good	Satisfactory	Needs improvement	Not applicable
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b. Serve effectively on special assignments, committees, projects, research and development areas as needed by the department/college

Excellent	Good	Satisfactory	Needs improvement	Not applicable
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c. Bears an appropriate share of responsibilities

Excellent	Good	Satisfactory	Needs improvement	Not applicable
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d. Promote students' access to college wide services

Excellent	Good	Satisfactory	Needs improvement	Not applicable
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e. Communicate well with faculty and staff

Excellent	Good	Satisfactory	Needs improvement	Not applicable
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f. Provide students with materials that are appropriate to needs, able to refer students appropriately when necessary

Excellent	Good	Satisfactory	Needs improvement	Not applicable
-----------	------	--------------	-------------------	----------------

g. Strive to maintain an environment conducive to study, data collection and learning

Excellent	Good	Satisfactory	Needs improvement	Not applicable
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h. Demonstrates sensitivity in working with diverse populations of students

Excellent	Good	Satisfactory	Needs improvement	Not applicable
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i. Works effectively with faculty and staff

Excellent	Good	Satisfactory	Needs improvement	Not applicable
-----------	------	--------------	-------------------	----------------

3. Observer Comments:

4. Additional comments for areas that have not been addressed:

5. Adjunct Faculty Member Comments:

Evaluator Signature

Date

Adjunct Faculty Member Signature

Date



Adjunct Non Teaching Faculty Counselor Observation Form

Name: _____ Date: _____

Location: _____ Time: _____

Observer's Name: _____

The most important element in the development of competence is specific and accurate feedback concerning performance strengths and areas in need of further development. A counselor's peers represent the best means to assess certain areas of counselor performance. The evaluation will be divided into two parts. The first part is concerned with counselor competencies and relations with students. It is similar to the form filled out by the students. The second part is concerned with other areas on which peers are qualified to evaluate.

Counseling Responsibilities – Rate the counselor in terms of competence in the following.

	Excellent	Good	Average	Below Average	N/A
A. Competence in Counseling					
1. Makes effective use of preparation time by reviewing student folders prior to the interview and researches problems brought by counselees.					
2. Finds answers to problems brought by counselees or directs them to other sources of information.					
3. Knows appropriate time to make a referral of counselees to another agency or specialist for help. (Does not attempt to counsel in areas for which he/she is unprepared or to handle personal problems beyond the scope of the college counselor.)					
4. Is knowledgeable of student support services available at the college, e.g. Financial Aid, Career Guidance, Learning Center.					
5. Is knowledgeable in such areas as district and college policies and requirements affecting students.					
6. Helps counselees to discover effective ways of dealing with their situation.					
7. Supports counselees in seeking solutions to a problem rather than trying to solve it for them.					
8. Knows graduation requirements for the college.					
9. Is knowledgeable regarding transfer requirements at colleges and universities to which students may be transferring.					
10. Knows entrance and graduation requirements at colleges and universities to which students may be transferring.					

11. Has the ability to assist counselees in obtaining career information.					
12. Is knowledgeable about current trends and recent developments in the field of counseling.					
13. Presents ideas clearly.					
14. Demonstrates listening skills through attentiveness and ability to convey understanding of views expressed.					
15. Shows evidence of ability to understand perspective of counselees.					
16. Is able to assist individuals in defining the problem or concern.					
17. Demonstrates acceptance of other individuals.					
18. Adheres to the principle of confidentiality.					
B. Relations with Students					
1. Establishes rapport with counselees. (Is friendly, sincere, and shows an interest in their problems.)					
2. Provides adequate privacy for the counseling interview.					
3. Provides an opportunity for counselee to express needs and concerns.					
4. Creates an atmosphere, which enables counselees to feel comfortable.					
5. Gives counselees an opportunity for follow-up.					
6. Focuses attention on counselees during the session.					

COMMENTS: ADJUNCT COUNSELOR

COMMENTS: PEER

Date: _____

*Signature of Adjunct Counselor: _____

Date: _____

*Signature of Peer: _____

*This signature indicates that the faculty member and evaluator, together, discussed this Evaluation of Non-Instructor Performance. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

Regular Effective Contact: DE courses are considered the “virtual equivalent” to in-person courses. Instructor regularly initiates interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

- [Taft College Regular Effective Contact Procedure: AP 4105](#)

Regular Effective Contact	Yes	No	Notes
1. Syllabus includes a communication policy that covers the following: a. Specify frequency of all contact initiated by the instructor. <i>For example, state how often students can expect to receive a class email or how long a student should expect to wait to receive feedback on course work.</i>			
b. Specify timeliness of response to student-initiated contact. <i>For example, “Monday-Thursday I usually respond to your emails within 24 hours. I will respond to emails sent Friday-Sunday on Monday morning.”</i>			
c. Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.)			
d. Important dates, such as assignment and assessment deadlines are clearly visible.			
e. Instructor contact information includes virtual or in-person office hours.			
2. Weekly contact is maintained and occurs as often as is appropriate for the course.			
3. Frequent and substantive feedback is provided throughout the course. <i>This includes individual feedback on assignments and discussions, but can also include prepared feedback utilizing tools such as rubrics and quizzes feedback.</i>			

Regular Effective Contact	Yes	No	Notes
4. Regarding the type of contact that will exist in all Taft College distance			

In learning courses, instructors will use three or more of the following methods to maintain contact with students (check all that apply):

a. Orientation materials.			
b. Weekly announcements in the course management system.			
c. Threaded discussion boards within the course management system with appropriate instructor participation. "Questions for the Instructor" forums are good, but should be used in conjunction with other forums.			
d. Email contact (within or outside the CMS).			
e. Participation in online group collaboration projects.			
f. Face-to-face informal meetings (e.g. review sessions).			
g. Face-to-face formal meetings (e.g. regular, scheduled class sessions).			
h. Feedback for student work.			
i. Podcasts.			
j. Instructor-prepared e-lectures or publisher-created e-lectures or materials (written, recorded, broadcast, etc.) that facilitate the "virtual equivalent" of the face-to-face class.			
k. Virtual Office hours via the chat function in the course management system or other synchronous systems such as CCC Confer.			
l. Screencasts.			
m. Personalized feedback for student work.			
n. Voicemail and telephone.			
o. Interactive mobile technologies (Chat, Text, Instagram, Facebook, Twitter, etc.).			
p. Videoconferencing (Skype, CCC Confer, FaceTime).			
q. Live orientation or review sessions.			
r. Others as appropriate.			

Accessibility: DE courses will allow a student using assistive technologies the ability to access the instructor’s course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as “508 Compliance”).

- [Taft College Accessibility Standards: AP 5145](#)

Accessibility	Yes	No	Notes
1. All learning activities and/or instructional media are accessible.			
a. Videos are accurately captioned.			
b. Audio files are transcribed.			
c. Objects (including images, tables, and charts) have alternative text.			
d. Course materials are “readable” in terms of effective font, color contrast, and spacing. Color blindness color charts are followed and/or color is not the only method to convey meaning.			
e. Each hyperlink has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.			
f. Documents are created in such a way that screen reading software is able to “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)			

Course Content: DE courses shall have content organized in a way that enables logical navigation and makes learning objectives clear.

Course Content	Yes	No	Notes
1. Course learning objectives are made visible to students throughout the course.			
a. Course content is clearly aligned with and sufficient to meet the learning objectives.			
b. Assessments appear to align with the objectives.			
2. Navigation and content flow are easily determined by the user.			
3. Course design includes instructions for learners to work with content in meaningful ways (i.e. guiding students to take notes during a video; explaining what to look for in an article, etc.).			

Taft College Student Evaluation of Instructor and Course

The following statements reflect some of the ways that instructors can be described. Please use the following scale to indicate the degree to which you think the statement is descriptive of the instructor under your consideration:

A=Excellent, B=Good, C=Average, D=Unsatisfactory, F=Fail, N/A=Not Applicable

The Instructor . . .	A	B	C	D	F	N/A
1. Is knowledgeable in the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. States clearly the course objectives and requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. States clearly the assignment requirements.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses a variety of instructional techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Presents material in an organized, stimulating manner.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Encourages student participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Responds to students' questions for clarification.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. States clearly the grading policy and consistently practices it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Uses student time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is helpful and genuinely interested in students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provides timely feedback on tests and assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Shows respect for student ethnic, religious and/or gender differences ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is willing to provide individual assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is available for consultation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please provide an overall rating for . . .						
15. This instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. This course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Textbook(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18a. Would you recommend this instructor to a friend?
 Definitely Yes Probably Yes Probably No Definitely No

18b. Why would you recommend or not recommend this instructor?

19. How can Taft College improve this course?

20. Comments? (Please use the back of this form if you need additional space)

Thank you for your participation!
 Results of this evaluation will be given to the instructor AFTER grades are submitted.

Taft College Evaluación Del Instructor Y Curso

Las siguientes frases pueden ser utilizadas para describir las habilidades y técnicas del profesor indicado. Utilizando la escala a la derecha, escoja la calificación que usted considere que mejor describa al maestro. Rellene el círculo con la respuesta que corresponda con su respuesta:

A= Excelente, B=Bueno, C=Promedio, D= Insatisfactorio, F= reprovado, N/A=No aplicable

El Maestro . . .	A	B	C	D	F	N/A
1. Sabe mucho de la materia del curso.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Aclara bien los objetivos y requisitos del curso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explica bien las tareas que se requieren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Usa varios métodos para enseñar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Presenta la materia en una manera estimulante y organizada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Contesta las preguntas de los estudiantes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Responde claramente a las preguntas de los estudiantes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Explica claramente la póliza de las normas de calificación.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Usa efectivamente el tiempo con los estudiantes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Es acomedido y tiene gran interés por enseñar a los estudiantes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Da calificaciones en un tiempo moderado.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Muestra respeto hacia los estudiantes según las diferentes étnicas, religiones, y sexos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Trata de proveer asistencia individual a los alumnos.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Está disponible para contestar preguntas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Por favor ofrezca información general del . . .						
15. .. Maestro.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. .. Curso.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. .. Libro(s).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18a. ¿Recomendaría este maestro a sus amigos?
 Definitivamente sí Probablemente sí Probablemente no Definitivamente no

18b. ¿Por qué usted recomendaría o no recomendaría a este instructor?

19. ¿Cómo puede la universidad de Taft mejorar este curso?

20. ¿Comentarios? (Utilice por favor la parte posterior de esta forma si usted necesita el espacio adicional.)

¡Gracias por tu participación!
 Los resultados de esta evaluación estarán dados al instructor después
 que las calificaciones finales estén revisadas.

Taft College Student Evaluation of Counselor

You recently met with the counselor listed below. The following statements reflect some of the ways that counselors can be described. Please use the following scale to indicate the degree to which you think the statement is descriptive of the counselor under your consideration:
 A = Excellent, B = Good, C = Average, D = Unsatisfactory, F = Fail, N/A = Not Applicable

Counselor's Name:	Date:
-------------------	-------

Please indicate under which circumstances you saw this counselor:

Scheduled appointment Drop-in

What was the primary purpose of this meeting with the counselor? (Check all that apply)

- Establishing educational goals or academic counseling
- Determining course options or pre-registration counseling
- Career counseling
- Personal counseling
- Other (briefly describe) _____

The Advisor/Counselor:	A	B	C	D	F	N/A
1. Is available when I need assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is approachable and easy to talk with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is interested and enthusiastic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Gives clear explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Encourages me to play an active role in achieving my education goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Helps me to identify obstacles that I need to overcome to achieve my educational goals (childcare, transportation, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Allows me sufficient time to discuss issues and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rate the following questions if they apply to your counseling session:						
9. Made appropriate referrals to other college resources (tutoring, financial aid, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provided useful and relevant career counseling information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provided help with personal concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Made appropriate on campus or off campus referrals to help me solve my personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Evaluación del consejero en Taft College por el estudiante

Usted recientemente se ha reunido con el consejero, mencionado arriba. Las siguientes declaraciones reflejan algunas de las maneras que consejeros pueden ser descritos. Utilice por favor la siguiente escala para indicarle el grado en que usted piensa que la declaración descrita del consejero es en su consideración.

A= Excelente, B=Bueno, C=Promedio, D= Insatisfactorio, F= Reprobado, N/A=No aplicable

Nombre del Consejero:	Fecha:
-----------------------	--------

Indique por favor bajo qué circunstancias usted visito a este consejero:

Hizo una Cita

Visitó en horas abiertas

¿Cuál fue el principal motivo de su visita con el consejero? (Marque todas las casillas que se apliquen)

- Establecimiento de metas educativas o consejería académica
- Determinar otras alternativas respecto a las clases o para pre-inscripción
- Consejería relacionada a las carreras
- Consejería personal
- Otro (describa brevemente) _____

Consejero:	A	B	C	D	F	N/ A
1. El Consejero está disponible cuando necesito ayuda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. El Consejero (a) es accesible y muestra interés al conversar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. El Consejero (a) muestra interés y entusiasmo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. El Consejero (a) me da explicaciones claras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. El Consejero (a) me aconseja y motiva a lograr mis metas educacionales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. El Consejero (a) me ayuda a identificar los obstáculos que necesito para vencer y lograr mis objetivos educativos (cuidado de niños y transportación etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. El Consejero (a) me permite tiempo suficiente para discutir problemas que me conciernen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Califique las siguientes preguntas solo si se aplican a su sesión de consejería:						
9. El Consejero (a) hace referencias adecuadas para otros recursos colegiales (tutoría, ayuda financiera, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. El Consejero (a) provee información académica útil y relevante.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. El Consejero (a) me ayuda con asuntos personales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. El Consejero (a) hace las referencias adecuadas dentro y fuera del College para resolver mis problemas personales.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comentarios adicionales:



**Adjunct Faculty Division Chair
Evaluation Checklist**

Include the following items in the document packet from the Division Chair to the Supervising Administrator:

- Observation Forms**
- Recommendation**
- Comments in Support of Recommendation**



Memorandum

Date:
To: *Supervising Administrator*
From: *Division Chair or Designee*
Re: Recommendation

The following recommendation is based upon a combination of evaluative methods:

- 1. Peer classroom observation.
- 2. Discussion of classroom observation
- 3. Examination and discussion of student evaluations.
- 4. Examination of written course materials (syllabus, sample lesson, sample assignment, sample assessment i.e. test or quiz and explanation of how the evaluation is accomplished) as provided by the adjunct faculty member.

Recommendation for:

- Recommendation: **Eligible for re-employment**
 Eligible for re-employment with qualification
 Not Eligible for re-employment

Name _____ Date _____
Division Chair Signature



TAFT COLLEGE
WEST KERN COMMUNITY COLLEGE DISTRICT

Adjunct Faculty Supervising Administrator Packet Checklist

Adjunct Faculty Name

Include the following items in the document packet from Supervising Administrator to the Human Resources Department:

- Observation Forms**
- Division Chair Recommendation**
- Supervising Administrator Recommendation**



Memorandum

Date:
 To: Human Resources
 From: Supervising Administrator
 Re: Evaluation Recommendation

The following recommendation is based upon a combination of evaluative methods:

1. Peer classroom/workplace observation by division chair or designee.
2. Administrator (or designee) classroom observation.
3. Discussion of classroom observation between division chair (or designee) and instructor.
4. Division Chair examination and discussion of student evaluations.
5. Supervising Administrator examination and discussion of student evaluations.
6. Division Chair examination of instructor’s written self-evaluation.
7. Supervising Administrator’s examination of instructor’s written self-evaluation.
8. Division Chair examination of written course materials (syllabus, sample lesson, sample assignment, sample assessment i.e. test or quiz and explanation of how the evaluation is accomplished) as provided by the instructor.
9. Supervising Administrator examination of written course materials (syllabus, sample lesson, sample assignment, sample assessment i.e. test or quiz and explanation of how the evaluation is accomplished) as provided by the instructor.
10. Division Chair recommendation

Recommendation for:

- Recommendation: **Eligible for re-employment**
 Eligible for re-employment with qualification
 Not Eligible for re-employment

Name _____ Date _____
 Adjunct Faculty Signature

Name _____ Date _____
 Supervising Administrator Signature



Contract Teaching Faculty Observation Form

Assoc. Professor's Name:

Date:

Location:

Time:

Observer's Name:

Class:

1. Relevancy of subject matter to course objectives

Excellent Good Satisfactory Needs Improvement Not Observed

2. Adaptation of materials to student needs

Excellent Good Satisfactory Needs Improvement Not Observed

3. Preparation

Excellent Good Satisfactory Needs Improvement Not Observed

4. Presentation of material is organized and stimulating

Excellent Good Satisfactory Needs Improvement Not Observed

5. Instructional techniques address diverse student learning styles

Excellent Good Satisfactory Needs Improvement Not Observed

6. Effective use of student time

Excellent Good Satisfactory Needs Improvement Not Observed

7. Critical thinking stimulation

Excellent Good Satisfactory Needs Improvement Not Observed

8. Enthusiasm for teaching

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
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9. Enthusiasm for subject

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
-----------	------	--------------	-------------------	--------------

10. Professionalism

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
-----------	------	--------------	-------------------	--------------

11. Rapport with students (tact, consideration, friendliness, humor)

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
-----------	------	--------------	-------------------	--------------

12. Communication with students

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
-----------	------	--------------	-------------------	--------------

13. Appropriate student participation

Excellent	Good	Satisfactory	Needs Improvement	Not Observed
-----------	------	--------------	-------------------	--------------

14. Observer Comments:

15. Additional Observer comments for areas that have not been addressed:

16. Contract Faculty Member Comments:

This signature indicates that the faculty member and evaluator, together, discussed this Evaluation. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

 Evaluator Signature

 Date

 Contract Faculty Member Signature

 Date



Contract Non-Teaching Faculty Non Counselor Observation Form

Name: _____ Date: _____

Location: _____ Time: _____

Observer's Name: _____

1. Professionalism

a. Keeps current on trends & development in professional field and shows evidence in maintaining professional growth

Excellent Good Satisfactory Needs improvement Not applicable

b. Has a good rapport with colleagues

Excellent Good Satisfactory Needs improvement Not applicable

c. Accepts criticism

Excellent Good Satisfactory Needs improvement Not applicable

d. Submits required departmental reports on time

Excellent Good Satisfactory Needs improvement Not applicable

e. Maintain adequate and appropriate records

Excellent Good Satisfactory Needs improvement Not applicable

f. Observe health and safety regulations

Excellent Good Satisfactory Needs improvement Not applicable

g. Attend required meetings

Excellent Good Satisfactory Needs improvement Not applicable

2. Professional Contributions

a. Makes contributions to the department/college

Excellent	Good	Satisfactory	Needs improvement	Not applicable
-----------	------	--------------	-------------------	----------------

b. Serve effectively on special assignments, committees, projects, research and development areas as needed by the department/college

Excellent	Good	Satisfactory	Needs improvement	Not applicable
-----------	------	--------------	-------------------	----------------

c. Bears an appropriate share of responsibilities

Excellent	Good	Satisfactory	Needs improvement	Not applicable
-----------	------	--------------	-------------------	----------------

d. Promote students' access to college wide services

Excellent	Good	Satisfactory	Needs improvement	Not applicable
-----------	------	--------------	-------------------	----------------

e. Communicate well with faculty and staff

Excellent	Good	Satisfactory	Needs improvement	Not applicable
-----------	------	--------------	-------------------	----------------

f. Provide students with materials that are appropriate to needs, able to refer students appropriately when necessary

Excellent	Good	Satisfactory	Needs improvement	Not applicable
-----------	------	--------------	-------------------	----------------

g. Strive to maintain an environment conducive to study, data collection and learning

Excellent	Good	Satisfactory	Needs improvement	Not applicable
-----------	------	--------------	-------------------	----------------

h. Demonstrates sensitivity in working with diverse populations of students

Excellent	Good	Satisfactory	Needs improvement	Not applicable
-----------	------	--------------	-------------------	----------------

i. Works effectively with faculty and staff

Excellent	Good	Satisfactory	Needs improvement	Not applicable
-----------	------	--------------	-------------------	----------------

3. Observer Comments:

4. Additional comments for areas that have not been addressed:

5. Contract Faculty Member Comments:

This signature indicates that the faculty member and evaluator, together, discussed this Evaluation. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

Evaluator Signature

Date

Contract Faculty Member Signature

Date

Regular Effective Contact: DE courses are considered the “virtual equivalent” to in-person courses. Instructor regularly initiates interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

- [Taft College Regular Effective Contact Procedure: AP 4105](#)

Regular Effective Contact	Yes	No	Notes
1. Syllabus includes a communication policy that covers the following: a. Specify frequency of all contact initiated by the instructor. <i>For example, state how often students can expect to receive a class email or how long a student should expect to wait to receive feedback on course work.</i>			
b. Specify timeliness of response to student-initiated contact. <i>For example, “Monday-Thursday I usually respond to your emails within 24 hours. I will respond to emails sent Friday-Sunday on Monday morning.”</i>			
c. Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.)			
d. Important dates, such as assignment and assessment deadlines are clearly visible.			
e. Instructor contact information includes virtual or in-person office hours.			
2. Weekly contact is maintained and occurs as often as is appropriate for the course.			
3. Frequent and substantive feedback is provided throughout the course. <i>This includes individual feedback on assignments and discussions, but can also include prepared feedback utilizing tools such as rubrics and quizzes feedback.</i>			

Regular Effective Contact	Yes	No	Notes
4. Regarding the type of contact that will exist in all Taft College distance			

learning courses, instructors will use three or more of the following methods to maintain contact with students (check all that apply):

a. Orientation materials.			
b. Weekly announcements in the course management system.			
c. Threaded discussion boards within the course management system with appropriate instructor participation. "Questions for the Instructor" forums are good, but should be used in conjunction with other forums.			
d. Email contact (within or outside the CMS).			
e. Participation in online group collaboration projects.			
f. Face-to-face informal meetings (e.g. review sessions).			
g. Face-to-face formal meetings (e.g. regular, scheduled class sessions).			
h. Feedback for student work.			
i. Podcasts.			
j. Instructor-prepared e-lectures or publisher-created e-lectures or materials (written, recorded, broadcast, etc.) that facilitate the "virtual equivalent" of the face-to-face class.			
k. Virtual Office hours via the chat function in the course management system or other synchronous systems such as CCC Confer.			
l. Screencasts.			
m. Personalized feedback for student work.			
n. Voicemail and telephone.			
o. Interactive mobile technologies (Chat, Text, Instagram, Facebook, Twitter, etc.).			
p. Videoconferencing (Skype, CCC Confer, FaceTime).			
q. Live orientation or review sessions.			
r. Others as appropriate.			

Accessibility: DE courses will allow a student using assistive technologies the ability to access the instructor’s course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as “508 Compliance”).

- [Taft College Accessibility Standards: AP 5145](#)

Accessibility	Yes	No	Notes
1. All learning activities and/or instructional media are accessible.			
a. Videos are accurately captioned.			
b. Audio files are transcribed.			
c. Objects (including images, tables, and charts) have alternative text.			
d. Course materials are “readable” in terms of effective font, color contrast, and spacing. Color blindness color charts are followed and/or color is not the only method to convey meaning.			
e. Each hyperlink has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.			
f. Documents are created in such a way that screen reading software is able to “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)			

Course Content: DE courses shall have content organized in a way that enables logical navigation and makes learning objectives clear.

Course Content	Yes	No	Notes
1. Course learning objectives are made visible to students throughout the course.			
a. Course content is clearly aligned with and sufficient to meet the learning objectives.			
b. Assessments appear to align with the objectives.			
2. Navigation and content flow are easily determined by the user.			
3. Course design includes instructions for learners to work with content in meaningful ways (i.e. guiding students to take notes during a video; explaining what to look for in an article, etc.).			

Regular Effective Contact: DE courses are considered the “virtual equivalent” to in-person courses. Instructor regularly initiates interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

- [Taft College Regular Effective Contact Procedure: AP 4105](#)

Regular Effective Contact	Yes	No	Notes
1. Syllabus includes a communication policy that covers the following: a. Specify frequency of all contact initiated by the instructor. <i>For example, state how often students can expect to receive a class email or how long a student should expect to wait to receive feedback on course work.</i>			
b. Specify timeliness of response to student-initiated contact. <i>For example, “Monday-Thursday I usually respond to your emails within 24 hours. I will respond to emails sent Friday-Sunday on Monday morning.”</i>			
c. Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.)			
d. Important dates, such as assignment and assessment deadlines are clearly visible.			
e. Instructor contact information includes virtual or in-person office hours.			
2. Weekly contact is maintained and occurs as often as is appropriate for the course.			
3. Frequent and substantive feedback is provided throughout the course. <i>This includes individual feedback on assignments and discussions, but can also include prepared feedback utilizing tools such as rubrics and quizzes feedback.</i>			

Regular Effective Contact	Yes	No	Notes
4. Regarding the type of contact that will exist in all Taft College distance			

In learning courses, instructors will use three or more of the following methods to maintain contact with students (check all that apply):

a. Orientation materials.			
b. Weekly announcements in the course management system.			
c. Threaded discussion boards within the course management system with appropriate instructor participation. "Questions for the Instructor" forums are good, but should be used in conjunction with other forums.			
d. Email contact (within or outside the CMS).			
e. Participation in online group collaboration projects.			
f. Face-to-face informal meetings (e.g. review sessions).			
g. Face-to-face formal meetings (e.g. regular, scheduled class sessions).			
h. Feedback for student work.			
i. Podcasts.			
j. Instructor-prepared e-lectures or publisher-created e-lectures or materials (written, recorded, broadcast, etc.) that facilitate the "virtual equivalent" of the face-to-face class.			
k. Virtual Office hours via the chat function in the course management system or other synchronous systems such as CCC Confer.			
l. Screencasts.			
m. Personalized feedback for student work.			
n. Voicemail and telephone.			
o. Interactive mobile technologies (Chat, Text, Instagram, Facebook, Twitter, etc.).			
p. Videoconferencing (Skype, CCC Confer, FaceTime).			
q. Live orientation or review sessions.			
r. Others as appropriate.			

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- [Taft College Accessibility Standards: AP 5145](#)

Accessibility	Yes	No	Notes
1. All learning activities and/or instructional media are accessible.			
a. Videos are accurately captioned.			
b. Audio files are transcribed.			
c. Objects (including images, tables, and charts) have alternative text.			
d. Course materials are “readable” in terms of effective font, color contrast, and spacing. Color blindness color charts are followed and/or color is not the only method to convey meaning.			
e. Each hyperlink has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.			
f. Documents are created in such a way that screen reading software is able to “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)			

Course Content: DE courses shall have content organized in a way that enables logical navigation and makes learning objectives clear.

Course Content	Yes	No	Notes
1. Course learning objectives are made visible to students throughout the course.			
a. Course content is clearly aligned with and sufficient to meet the learning objectives.			
b. Assessments appear to align with the objectives.			
2. Navigation and content flow are easily determined by the user.			
3. Course design includes instructions for learners to work with content in meaningful ways (i.e. guiding students to take notes during a video; explaining what to look for in an article, etc.).			



Contract Teaching Faculty Self Evaluation Guidelines

1. SUBJECT MATTER

Subject matter refers to the areas of your teaching responsibilities.

Curriculum Development

List each course you teach and describe your activities in implementing or improving each course. A wide variety of activities could be included here, e.g., developing evaluation tools, textbook review and implementation, course related website development, redesigning a laboratory exercise, developing course objectives, etc.

Professional Development in Subject Matter Areas

Describe any activities that improved your knowledge or experience in your subject areas.

2. INSTRUCTIONAL METHODOLOGY

Instructional Strategies

Describe the strategies you use in your classes. For example, address any of the following suggested areas that are appropriate to your teaching style and philosophy.

It is not necessary to address each of these items

- a. How do you implement the cognitive ladder in your classes (Bloom's Taxonomy)?
- b. How do you address student's differing learning styles in your class activities?
- c. How do you encourage contact between instructor and student?
- d. How do you develop reciprocity and cooperation among students?
- e. How do you use active learning techniques?
- f. How do you practice prompt feedback?
- g. How do you emphasize time on task?
- h. How do you emphasize high expectations?
- i. How do you respect diverse talents and ways of learning?
- j. How do you use learning objectives on course content?
- k. How do you assess for learning objectives on course content?
- l. How do you incorporate multiculturalism into your courses?

Self-Development Activities in the Area of Instructional Skills

List any activities in which you participated to improve instructional methods.

Attach a Complete Curriculum Packet

You may be asked to submit additional packets. The packet should include a syllabus, a sample lesson, a sample assignment and a sample assessment i.e. test or quiz and an explanation of how the evaluation is accomplished.

3. PROFESSIONAL RELATIONS

College Relations

3.1.1 Division Service

Describe your current and planned involvement within your division.

3.1.2 College Service

List your committee assignments and describe your participation in those committees.

List any other college service you are involved with and describe this service.

3.2 *Peer Relations*

Relate the ways you are involved with your peers on campus to improve the college in these sections.

3.2.1 List of your peer evaluation committee members.

3.2.2 Response to peer classroom observation/evaluations.

Respond to the evaluations issued by your peers.

3.2.3 Other activities with your peer committee or other faculty.

Explain other activities you may participate in with faculty such as class visitations, co-development efforts in coursework, field investigation, etc.

3.3 *Student Relations*

3.3.1 Response to student evaluations.

3.3.2 Ethnic/cultural/age/gender/disability diversity sensitivity development.

Describe your efforts to develop a depth of awareness to other cultures, value systems, ethnic heritage, age and gender related issues, and/or other areas related to the diversity of people we serve.

3.4 *Community Relations*

3.4.1 Describe your activities in community service outside of Taft College.

3.4.2 Describe your efforts to discover the Taft College community.

3.4.3 Describe your efforts to help others discover Taft College.



Contract Non-Teaching Non Counselor Faculty Self Evaluation Guidelines

SELF-EVALUATION

Indicate . . .

- ✓ Positive attributes
- ✓ Areas for improvement
- ✓ Plan to enhance overall competency
- ✓ Faculty member's action plan
- ✓ Supervisor's action plan

General areas to be considered . . .

- ✓ Each area of responsibility
- ✓ Methodology
- ✓ Professional relations
 - ✓ College relations
 - ◆ Describe your current and planned involvement within your areas of responsibility including improving learning outcomes
 - ◆ List your committee assignments and describe your participation on those committees
 - ✓ Peer relations
 - ◆ Relate the ways you are involved with your peers on campus to improve the college
 - ◆ List your peer committee members

✓ Student relations

- ◆ Response to student evaluations
- ◆ Describe your efforts to develop a depth of awareness to other cultures, value systems, ethnic heritage, age, and gender and disability related issues, and/or other areas related to the diversity of the people served by Taft College

✓ Community relations

- ◆ Describe your activities in community service outside of Taft College
- ◆ Describe your efforts to discover the Taft College community
- ◆ Describe your efforts to help others discover Taft College

My self-evaluation was discussed with my immediate supervisor and /or the Vice President.

Contract Faculty Member Signature

Date

Immediate Supervisor Signature

Date

Supervising Administrator Signature

Date



Contract Non Teaching Counselors Self Evaluation Guidelines

Employee Name (Last, First, Middle)	
Role Title and/or Working Title	Supervisor Name
List your work related accomplishments and/or contributions for this performance cycle. Including any training/development classes, projects, completed assignments, and anything else that you think should be included.	
What areas of your performance have you been most successful?	
Are there any aspects of your work where you have not done as well as hoped and why? (Give examples). What things could be done to improve on these aspects on your part, your supervisor's, and the department/organization?	
List any training and/or development activities that would help you improve your work performance or enhance your career objectives.	
List a particular goal/achievement(s) you would like to complete in the next performance year. What guidelines have you set up to accomplish these and how can your supervisor and the department assist you in achieving these goals?	
Does your current work profile accurately reflect the duties of your position? If not how does it need to be amended?	

List strategies you utilize to facilitate student learning and independent decision-making.	
COMMENTS	
Supervisor's Signature:	Date:
Employee's Signature:	Date:

Taft College Student Evaluation of Instructor and Course

The following statements reflect some of the ways that instructors can be described. Please use the following scale to indicate the degree to which you think the statement is descriptive of the instructor under your consideration:

A=Excellent, B=Good, C=Average, D=Unsatisfactory, F=Fail, N/A=Not Applicable

The Instructor . . .	A	B	C	D	F	N/A
1. Is knowledgeable in the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. States clearly the course objectives and requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. States clearly the assignment requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses a variety of instructional techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Presents material in an organized, stimulating manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Encourages student participation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Responds to students' questions for clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. States clearly the grading policy and consistently practices it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Uses student time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is helpful and genuinely interested in students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provides timely feedback on tests and assignments.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Shows respect for student ethnic, religious and/or gender differences ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is willing to provide individual assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is available for consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please provide an overall rating for . . .						
15. This instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. This course.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Textbook(s).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18a. Would you recommend this instructor to a friend?
 Definitely Yes Probably Yes Probably No Definitely No

18b. Why would you recommend or not recommend this instructor?

19. How can Taft College improve this course?

20. Comments? (Please use the back of this form if you need additional space)

Thank you for your participation!
 Results of this evaluation will be given to the instructor AFTER grades are submitted.

Taft College Evaluación Del Instructor Y Curso

Las siguientes frases pueden ser utilizadas para describir las habilidades y técnicas del profesor indicado. Utilizando la escala a la derecha, escoja la calificación que usted considere que mejor describa al maestro. Rellene el círculo con la respuesta que corresponda con su respuesta:

A= Excelente, B=Bueno, C=Promedio, D= Insatisfactorio, F= reprovado, N/A=No aplicable

El Maestro . . .	A	B	C	D	F	N/A
1. Sabe mucho de la materia del curso.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Aclara bien los objetivos y requisitos del curso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explica bien las tareas que se requieren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Usa varios métodos para enseñar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Presenta la materia en una manera estimulante y organizada.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Contesta las preguntas de los estudiantes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Responde claramente a las preguntas de los estudiantes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Explica claramente la póliza de las normas de calificación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Usa efectivamente el tiempo con los estudiantes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Es acomedido y tiene gran interés por enseñar a los estudiantes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Da calificaciones en un tiempo moderado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Muestra respeto hacia los estudiantes según las diferentes étnicas, religiones, y sexos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Trata de proveer asistencia individual a los alumnos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Está disponible para contestar preguntas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Por favor ofrezca información general del . . .						
15. ... Maestro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. ... Curso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ... Libro(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18a. ¿Recomendaría este maestro a sus amigos?
 Definitivamente sí Probablemente sí Probablemente no Definitivamente no

18b. ¿Por qué usted recomendaría o no recomendaría a este instructor?

19. ¿Cómo puede la universidad de Taft mejorar este curso?

20. ¿Comentarios? (Utilice por favor la parte posterior de esta forma si usted necesita el espacio adicional.)

¡Gracias por tu participación!
 Los resultados de esta evaluación estarán dados al instructor después que las calificaciones finales estén revisadas.

Taft College Student Evaluation of Counselor

You recently met with the counselor listed below. The following statements reflect some of the ways that counselors can be described. Please use the following scale to indicate the degree to which you think the statement is descriptive of the counselor under your consideration:
 A = Excellent, B = Good, C = Average, D = Unsatisfactory, F = Fail, N/A = Not Applicable

Counselor's Name:	Date:
-------------------	-------

Please indicate under which circumstances you saw this counselor:

Scheduled appointment Drop-in

What was the primary purpose of this meeting with the counselor? (Check all that apply)

Establishing educational goals or academic counseling
 Determining course options or pre-registration counseling
 Career counseling
 Personal counseling
 Other (briefly describe) _____

The Advisor/Counselor:	A	B	C	D	F	N/A
1. Is available when I need assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is approachable and easy to talk with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is interested and enthusiastic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Gives clear explanations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Encourages me to play an active role in achieving my education goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Helps me to identify obstacles that I need to overcome to achieve my educational goals (childcare, transportation, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Allows me sufficient time to discuss issues and concerns.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rate the following questions if they apply to your counseling session:						
9. Made appropriate referrals to other college resources (tutoring, financial aid, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provided useful and relevant career counseling information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provided help with personal concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Made appropriate on campus or off campus referrals to help me solve my personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Evaluación del consejero en Taft College por el estudiante

Usted recientemente se ha reunido con el consejero, mencionado arriba. Las siguientes declaraciones reflejan algunas de las maneras que consejeros pueden ser descritos. Utilice por favor la siguiente escala para indicarle el grado en que usted piensa que la declaración descrita del consejero es en su consideración.

A= Excelente, B=Bueno, C=Promedio, D= Insatisfactorio, F= Reprobado, N/A=No aplicable

Nombre del Consejero:	Fecha:
-----------------------	--------

Indique por favor bajo qué circunstancias usted visito a este consejero:

Hizo una Cita

Visitó en horas abiertas

¿Cuál fue el principal motivo de su visita con el consejero? (Marque todas las casillas que se apliquen)

- Establecimiento de metas educativas o consejería académica
- Determinar otras alternativas respecto a las clases o para pre-inscripción
- Consejería relacionada a las carreras
- Consejería personal
- Otro (describa brevemente) _____

Consejero:	A	B	C	D	F	N/ A
1. El Consejero está disponible cuando necesito ayuda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. El Consejero (a) es accesible y muestra interés al conversar.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. El Consejero (a) muestra interés y entusiasmo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. El Consejero (a) me da explicaciones claras.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. El Consejero (a) me aconseja y motiva a lograr mis metas educacionales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. El Consejero (a) me ayuda a identificar los obstáculos que necesito para vencer y lograr mis objetivos educacionales (cuidado de niños y transportación etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. El Consejero (a) me permite tiempo suficiente para discutir problemas que me conciernen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Califique las siguientes preguntas solo si se aplican a su sesión de consejería:						
9. El Consejero (a) hace referencias adecuadas para otros recursos colegiales (tutoría, ayuda financiera, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. El Consejero (a) provee información académica útil y relevante	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. El Consejero (a) me ayuda con asuntos personales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. El Consejero (a) hace las referencias adecuadas dentro y fuera del College para resolver mis problemas personales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comentarios adicionales:



Contract Faculty Peer Evaluation Committee Checklist

Include the following items in the document packet from the Division Chair to the Supervising Administrator:

- Observation Forms**
- Self Evaluation**
- Peer Evaluation Committee Recommendation**
- Comments in Support of Recommendation**



Memorandum

Date:
 To: [Supervising Administrator]
 From: [Division Chair]
 Re: Peer Evaluation Committee Recommendation

The following recommendation is based upon a combination of evaluative methods:

1. Peer classroom observation by each member of the peer evaluation committee.
2. Discussion of classroom observation between each committee member and instructor.
3. Committee discussion, comparison, and evaluation of classroom observations.
4. Committee examination and discussion of student evaluations.
5. Committee examination of instructor’s written self-evaluation.
6. Committee examination of written course materials (syllabus, sample lesson, sample assignment, sample assessment i.e. test or quiz and explanation of how the evaluation is accomplished) as provided by the instructor.

Recommendation for: _____ (Associate Professor Name)

- Recommendation: Retention for 20xx – 20xx
 Retention for 20xx – 20xx with Qualification
 Non-retention

Peer Evaluation Committee Members (administrators should not be members of the peer committee, and division chairs may or may not be on the peer committee):

Name	_____ Signature _____	Date	_____
Name	_____ Signature _____	Date	_____
Name	_____ Signature _____	Date	_____
Name	_____ Division Chair Signature _____	Date	_____



TAFT COLLEGE

WEST KERN COMMUNITY COLLEGE DISTRICT

Contract Faculty Supervising Administrator Checklist

Associate Professor Name

Include the following items in the document packet from Supervising Administrator to the Human Resources Department:

- Observation Forms**
- Self Evaluation**
- Peer Evaluation Committee Recommendation**
- Supervising Administrator Recommendation**



TAFT COLLEGE

WEST KERN COMMUNITY COLLEGE DISTRICT

Memorandum

Date:

To: Human Resources

From: Supervising Administrator

Re: Evaluation Recommendation

The following recommendation is based upon a combination of evaluative methods:

1. Peer classroom/workplace observation by each member of the peer evaluation committee.
2. Administrator classroom observation.
3. Discussion of classroom observation between each committee member and instructor.
4. Committee discussion, comparison, and evaluation of classroom observations.
5. Committee examination and discussion of student evaluations.
6. Supervising Administrator examination and discussion of student evaluations.
7. Committee examination of instructor's written self-evaluation.
8. Supervising Administrator's examination of instructor's written self-evaluation.
9. Committee examination of written course materials (syllabus, sample lesson, sample assignment, sample assessment i.e. test or quiz and explanation of how the evaluation is accomplished) as provided by the instructor.
10. Supervising Administrator examination of written course materials (syllabus, sample lesson, sample assignment, sample assessment i.e. test or quiz and explanation of how the evaluation is accomplished) as provided by the instructor.
11. Peer evaluation committee recommendation

Recommendation for:

- Recommendation: Retention for 20xx – 20xx
 Retention for 20xx – 20xx with Qualification
 Non-retention

Instructor's Name _____

Date _____

Supervising Administrator _____

Date _____



Procedure for Evaluation of Tenured Faculty

Tenured faculty members (professors) shall be evaluated every third year upon attaining tenure. Each professor will be evaluated in each area of contract responsibility. All evaluations will be conducted during the fall semester unless there are extenuating circumstances.

The evaluation process document will be prepared and distributed to the professor, Division Chair, Supervising Administrator and Supervising Assistant by the Human Resources Department (HRD) during the fall in-service. All evaluation forms are located in the Human Resources Department and on the HRD website.

The evaluations shall include:

1. Student evaluations (if applicable)
2. Self evaluation
3. Peer Evaluation and Statement of Compliance
4. Supervising Administrator Evaluation Meeting

Tenured Faculty (Professor)
Student Evaluations (if applicable)
Self Evaluation
Peer Evaluation and Statement of Compliance
Supervising Administrator Evaluation Meeting

Student Evaluations

The HRD will prepare and distribute the student evaluation process document and student evaluation packets for every face-to-face section the professor teaches during the semester by the end of the 9th week of the fall semester. The Distance Learning department will upload into Canvas the student evaluation document for every online section the professor teaches during the semester by the end of the 9th week of the fall semester. The Distance Learning department will notify the students that the evaluation form is available and that the due date for completion is on or before the Friday of the 13th week of the fall semester. The HRD will notify the professor of the commencement of the student evaluation process and of the need to notify their students to complete

evaluations. It is the professor's responsibility to ensure that student evaluations are completed in the applicable format.

For each face-to-face section taught by the professor, a person other than that professor will administer the evaluation instrument on or before the Friday of the 13th week of the fall semester. The completed evaluations shall be turned into the Human Resources Department on or before Friday of the 13th week of the fall semester. For each online section taught by the professor, the completed student evaluations will be returned to the distance learning department and the distance learning department will forward the evaluations to the Human Resources Department on or before the Friday of the 13th week of the fall semester.

Instructions Attached to the Face-to-Face Student Evaluation Packets

Instructions for Faculty Member:

1. *The enclosed evaluations are to be completed by the Friday of the 13th week of the fall semester.*
2. *Please select a student to supervise the Instructor and Course evaluation process.*
3. *Review the instructions listed below with the Student Supervisor. The Faculty Member shall leave the room while the students are completing the evaluations.*

Instructions for Student Supervisor:

1. *Distribute an evaluation form to each student in the class.*
2. *Read the following instructions to the class aloud:*

"In a continuing effort to improve instruction at Taft College, you are asked to take about ten minutes to complete an evaluation on your instructor and course. The results of this evaluation will be used by the instructor as feedback to determine his/her strengths and weaknesses as assessed by the student. No instructor will see the results of this evaluation until this semester is completed and all grades have been turned in to the Record's Office."

3. *Upon completion of the evaluation by your fellow students, place the completed evaluation forms in the tamper resistant envelope, SEAL and SIGN YOUR NAME OVER THE SEAL in the presence of the class. Immediately return the sealed envelope to your instructor, who will return the sealed envelope to the Human Resources Department or HRD mailbox by the deadline.*

Non-Teaching Faculty Non-Counselor

(student evaluations not applicable)

Non-Teaching Faculty Counselor

The HRD will provide the student evaluation documents to the front desk

counseling center staff by the Monday of the 1st week of the fall semester for dissemination between the 1st through 13th weeks of the fall semester. The completed evaluations shall be turned into the Human Resources Department on or before the Friday of the 13th week of the fall semester.

Under the direction of the Human Resources Department, the student evaluation documents shall be scanned into an electronic file for each professor. The HRD will forward the student evaluation results to the Supervising Administrator and Division Chair. The Supervising Administrator will distribute the student evaluation results to the professor once final grades are submitted.

Self Evaluation

A professor shall submit a complete self-evaluation packet to the Supervising Administrator on or before the 2nd Friday in March. A complete self-evaluation packet consists of a written evaluation indicating strengths and areas of improvement. The self-evaluation will include a written evaluation to address the four general areas outlined below:

Teaching Faculty	Non-Teaching Faculty
Subject Matter	Accomplishments
Methodology	Professional Development
Professional Relations	Professional Relations
Growth Plan	Growth Plan

Peer Evaluation and Statement of Compliance

A professor shall select 3 peer committee members of their choice. Each peer committee member reviews the professor's self-evaluation materials and provides feedback to the professor and signs the Statement of Compliance form on or before the first Friday in March.

Supervising Administrator Evaluation Meeting

After the Supervising Administrator reviews the professor's evaluation materials, an appointment will be arranged by the office of the Supervising Administrator to discuss the evaluation with the tenured faculty member on or before the 3rd Friday in May.

The Supervising Administrator shall complete their portion of the Statement of Compliance form and send with supporting documentation to the Human Resources Department on or before the last Friday in May.

Tenured Faculty Evaluation Timeline Fall Semester	
Document	Deadline
Student Evaluations (if applicable)	HRD & DL disseminate by end of the 9 th week of the semester; Student completion within the 10 th to 13 th weeks of the semester For counselors HRD disseminates within the 1 st to 13 th weeks of the semester; Student completion by end of the 13 th week of the semester
Peer Evaluation and Statement of Compliance	On or before the first Friday of March
Self Evaluation	On or before the 2 nd Friday of March to the Supervising Administrator
Supervising Administrator Evaluation	On or before the 3 rd Friday in May to the Human Resources Department



Tenured Faculty

(Professor) Evaluation Process

[Professor Name]

[insert academic year]

The evaluation shall include: (see timeline)

1. Student evaluations (if applicable)
2. Self evaluation
3. Peer evaluation and Statement of Compliance
4. Supervising Administrator Evaluation Meeting

Tenured Faculty (Professor)
Student Evaluations (if applicable)
Self Evaluation
Peer Evaluation and Statement of Compliance
Supervising Administrator Evaluation Meeting

Student Evaluations

Teaching Faculty

The HRD will prepare and distribute the student evaluation process document and student evaluation packets for every face-to-face section the professor teaches during the semester by the end of the 9th week of the fall semester. The Distance Learning department will upload into Canvas the student evaluation document for every online section the professor teaches during the semester by the end of the 9th week of the fall semester. The Distance Learning department will notify the students that the evaluation form is available and that the due date for completion is on or before the Friday of the 13th week of the fall semester.

The HRD will notify the professor of the commencement of the student evaluation process and of the need to notify their students to complete evaluations. It is the professor's responsibility to ensure that student evaluations are completed in the applicable format.

For each face-to-face section taught by the professor, a person other than that professor will administer the evaluation instrument on or before the Friday of the 13th week of the fall semester. The completed evaluations shall be turned into the Human Resources Department on or before Friday of the 13th week of the fall semester. For each online section taught by the professor, the completed student evaluations will be returned to the distance learning department and the distance learning department will forward the evaluations to the Human Resources Department on or before the Friday of the 13th week of the fall semester.

Non-Teaching Faculty Non-Counselor

(student evaluations not applicable)

Non-Teaching Faculty Counselor

The HRD will provide the student evaluation documents to the front desk counseling center staff by the Monday of the 1st week of the fall semester for dissemination between the 1st through 13th weeks of

the fall semester. The completed evaluations shall be turned into the Human Resources Department on or before the Friday of the 13th week of the fall semester.

Under the direction of the Human Resources Department, the student evaluation documents shall be scanned into an electronic file for each professor. The HRD will forward the student evaluation results to the Supervising Administrator and Division Chair. The Supervising Administrator will distribute the student evaluation results to the professor once final grades are submitted.

Self Evaluation

A professor shall submit a complete self evaluation packet to the Supervising Administrator on or before the 2nd Friday in March. A complete self evaluation packet consists of a written evaluation indicating strengths and areas of improvement. The self-evaluation will include a written evaluation to address the four general areas outlined below:

Teaching Faculty	Non-Teaching Faculty
Subject Matter	Accomplishments
Methodology	Professional Development
Professional Relations	Professional Relations
Growth Plan	Growth Plan

Peer Evaluation and Statement of Compliance

A professor shall select 3 peer committee members of their choice. Each peer committee member reviews the professor's self evaluation materials and provides feedback to the professor and signs the Statement of Compliance form on or before the first Friday in March

Supervising Administrator Evaluation Meeting

After the Supervising Administrator reviews the professor's evaluation materials, an appointment will be arranged by the office of the Supervising Administrator to discuss the evaluation with the tenured faculty member on or before the 3rd Friday in May.

The Supervising Administrator shall complete their portion of the Statement of Compliance form and send with supporting documentation to the Human Resources Department on or before the last Friday in May.

Tenured Faculty Evaluation Timeline Fall Semester	
Document	Deadline
Student Evaluations (if applicable)	HRD & DL disseminate by end of the 9 th week of the semester; Student completion within the 10 th to 13 th weeks of the semester For counselors HRD disseminates within the 1 st to 13 th weeks of the semester; Student completion by end of the 13 th week of the semester
Peer Evaluation and Statement of Compliance	On or before the first Friday of March
Self Evaluation	On or before the 2 nd Friday of March to the Supervising Administrator
Supervising Administrator Evaluation	On or before the 3 rd Friday in May to the Human Resources Department



TENURED TEACHING FACULTY EVALUATION
STATEMENT OF COMPLIANCE

(Professor)

20xx-xx
(Academic Year)

1. **Self Evaluation.** A written evaluation indicating positive attributes, shortcomings, and a possible plan to enhance overall competency. Four general areas are to be considered:

- (1) Subject Matter (2) Methodology (3) Professional Relations (4) Growth Plan

My self evaluation was discussed with _____ on _____
(Division Chair Signature) (Date)

or _____ on _____
(Supervising Administrator Signature) (Date)

(Professor Signature)

2. **Peer Evaluation.** Within this context the optimum benefit to each teacher may result from the interaction among three faculty members on an informal basis. Outcomes of such faculty sharing could be improved techniques of instruction and such other goals and objectives as are individually selected. My self evaluation has been reviewed with my peer committee.

My committee members are:

_____, _____, _____
(Signature) (Signature) (Signature)

Peer evaluation was completed on _____ on _____
(Date) (Professor Signature)

3. **Student Evaluation.**

The results of the student evaluations were discussed with _____ on _____
(Division Chair Signature) (Date)

or _____ on _____
(Supervising Administrator Signature) (Date)

(Professor Signature)

4. My evaluation was discussed with my Supervising Administrator and is attached to this form:

(Professor Signature) _____
(Supervising Administrator Signature) _____
(Date)