

**Agreement Between the
Kern Community College District
and the
Kern Community College District
Community College Association/
California Teachers Association/
National Education Association**



**July 1, 2011 through June 30, 2014
Three-year Agreement**

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ARTICLE ONE—AGREEMENT, RECOGNITION, AND RIGHTS

A. Agreement

1. The Articles and provisions contained herein constitute a bilateral and binding agreement (hereinafter referred to as *Agreement*), by and between the KERN COMMUNITY COLLEGE DISTRICT (hereinafter referred to as *District, Employer, or Board*) and the KERN COMMUNITY COLLEGE DISTRICT, COMMUNITY COLLEGE ASSOCIATION/CALIFORNIA TEACHERS ASSOCIATION/NATIONAL EDUCATION ASSOCIATION (hereinafter referred to as the *Association or Exclusive Representative*), an employee organization and pertaining to bargaining unit members (hereinafter referred to as *Employees*).
2. This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the California Government Code (hereinafter referred to as the *Act*). This Agreement specifically supersedes all prior written agreements entered into between the parties whether those arrangements are contained in (1) a *Memorandum of Agreement*, (2) provisions of the Kern Community College District Board Policy Manual, or (3) provisions of any campus policy manual or handbook.
 - a. To the extent that any provision of this Agreement conflicts with any provision of the Board Policy Manual or a campus policy manual or handbook, the applicable manual or handbook provision shall not be applied to any bargaining unit member.
 - b. Any modification of or amendment to this Agreement must be made by and between the parties hereto in writing and executed by each party hereto.
 - c. If any provision of this Agreement is or shall be at any time contrary to law, such provision shall be inoperative. All other provisions shall remain in effect.
 - d. The Administration and Exclusive Representative agree to meet and confer during the course of this contract on items of mutual interest, including but not limited to discussions about productivity, efficiency, and effectiveness of College instructional programs and services. Any recommendation coming from these meetings is subject to negotiations.
3. This Agreement is a 3-year contract ending June 30, 2014.

B. Recognition

1. The District recognizes the Association as exclusive representative for faculty set forth in the May 4, 1979, Public Employment Relations Board Certification of Representation, and the April 4, 2007 Unit Modification Order (Case No. LA-UM-767-E) as follows:

Article 1 (continued)

a. UNIT shall **INCLUDE**:

- 1) All full-time faculty of the Kern Community College District who hold contracts based on the Basic Faculty Salary Schedule
- 2) All part-time academic employees meeting minimum qualifications as certified by the State Academic Senate, Board of Governors of the State of California, and local academic senates
- 3) All part-time librarians, counselors, and athletic directors

b. UNIT shall **EXCLUDE**:

- 1) All management, supervisory and confidential employees as defined by the Education Employees Relations Act (EERA)
 - 2) Professional academy program instructors (i.e. police, sheriff, fire)
 - 3) Non-credit classes taught by part-time instructors
 - 4) Walk-on coaches
 - 5) Stipend coaches
 - 6) Management and classified employees serving as part-time academic employees
2. Before making any change in job duties which may affect unit membership, the District and the Association shall confer regarding the potential movement of a faculty position either from the faculty collective bargaining unit or into the faculty collective bargaining unit.
 3. Any dispute between the Association and the District as to whether any new or revised position is to be included within or excluded from the Bargaining Unit will be submitted to the exclusive jurisdiction of the Public Employment Relations Board (PERB) for its decision and final determination.

C. Rights

1. Facilities for the Exclusive Representative group will be provided as permitted by Government Code Section 3543.1(b) to include use of College mail boxes, bulletin boards, meeting rooms, and office space. Telephone service and, to the extent available, duplicating service will be provided at the expense of the Exclusive Representative.

Article 1 (continued)

Facilities, equipment and personnel costs beyond normal College operations shall be charged the Association at actual District cost.

2. The Association shall be provided with materials and data that are available to the public. When materials are requested that are not readily available in the form requested, the Association shall pay for all staff time and supplies necessary to produce the materials, providing such materials can be produced subject to the time limitations of staff and work priorities.
3. Upon request, the Board of Trustees will furnish the Exclusive Representative a copy of District, County and State reports that are a matter of public records as defined in Government Code Section 6250, et. seq.
4. The District shall provide the Association with electronic access to the Board Policies and Procedures Manual and shall provide notification of any changes, additions, alterations, or deletions to the document.
5. Association communications must be dated and bear the Association identification as the distributor. All Board communications must be dated and bear the signature of the Chancellor or President of the Board.
6. Prior to the ratification election, the District will make copies of the contract proposal with cross out language available on the KCCD website, and hard copies in each college library and to each faculty chair. The District will distribute printed copies of the ratified contract to each faculty member.
7. The Association President or his/her designee will be guaranteed a place on the agenda at each regular Board meeting.
8. **Released Time:** Members of the Association shall be released from their regular work duties, with pay, if negotiations or grievance meetings with management are scheduled during their working hours. The total released time shall be two (2) full-time equivalents (FTE) of a full-time load paid as non-instructional time [forty-hour (40-hour) base].
 - a. Negotiations will be scheduled in an effort to reduce the negative impact upon students. Association Representatives' teaching schedules will be adjusted accordingly. Released time shall include one (1) hour caucus time prior to each negotiating session and travel time for representatives.
 - b. The Association may utilize the released time provided by this section in granting adjunct faculty members compensation to participate in the collective bargaining process. However, it is understood and approved by the District and Association that such compensation is for "professional ancillary

Article 1 (continued)

duties” and shall not be used for purposes of calculating eligibility for contract or regular status under Education Code Section 87482.5, or its successors (employment for not more than 67 percent of the weekly hours considered a full-time assignment).

- c. Released time for the President of the Exclusive Representative shall include travel to and attendance at Board meetings or other scheduled governance meetings.
- 9. Authorized representatives of the Association shall have the right to transact official Association business on school property and utilize District facilities at all reasonable times provided that such activities or use do not interfere with classroom instruction.
- 10. The Board and the Association recognize the right of all employees to form, join and participate in lawful activities of employee organizations and the equal alternative right of employees to refuse to form, join or participate in employee organizations or the Association's activities.

11. **Payroll Deductions**

- a. The District will deduct from the pay of Association members and pay to the Association the normal and regular monthly Association membership dues as voluntarily authorized, in writing, by the employee on the appropriate form, subject to the following conditions:
 - 1) The District shall not be obligated to put into effect any new or changed deduction unless the change is in the District Payroll Office prior to the tenth (10th) of the month.
 - 2) Association members who have voluntarily authorized dues deductions shall continue to have dues deducted until discontinued with a ninety day (90-day) written notice to the Association and the District.
 - 3) Dues shall be deducted from each monthly warrant received.
- b. The District, at no cost to the Faculty Member, shall permit payroll deductions for those annuities, charities, banks, and credit unions approved by the Board.
- 12. **Calendar:** Although the Association has the right to negotiate calendar under the Act, it delegates that right and authority for the terms of the contract to the Senates of each College to settle calendar separately for each member College after consulting with the Association.

Article 1 (continued)

13. The Administration and the Association will actively encourage faculty to attend pre-term meetings and participate in commencement as planned by the Administration, the Association and the Academic Senate. Also, the Association will work with the Academic Senates to plan and to participate in these activities. See Addenda One (1) (a-c) for Academic Calendars.

ARTICLE TWO—NEGOTIATIONS

- A. Negotiations will begin no later than the beginning of October.
- B. **Retirement and Early Notice Compensation:**
 - 1. Early notification of retirement enhances the colleges' ability to plan. Therefore, an employee who submits to the College President by October 1 a letter of resignation for purposes of retirement to be effective at the end of the following spring or fall term shall be compensated two thousand dollars (\$2,000.00) at the time of retirement.
 - 2. Those employees providing early notice of retirement effective for the end of the fall semester must also submit, between July 1 and August 31 of the year they will retire, a second letter confirming their intent to do so, in order to receive the compensation.
- C. At any time during the term of this agreement the Association and District may open negotiations on any Article by mutual agreement.

ARTICLE THREE—INTELLECTUAL PROPERTY RIGHTS

A. Purpose

The District and the Association have a mutual interest in establishing an environment that fosters and encourages the creativity of faculty members. The purpose of this Article is to establish ownership of the creative products of faculty members when District resources are used.

B. Definitions

1. “Works” means any material that is eligible for copyright protection including but not limited to books, articles, dramatic and musical compositions, poetry, instructional materials (e.g. syllabi, lectures, student exercises, multimedia programs, and tests), fictional and non-fictional narratives, analyses (e.g. scientific, logical, opinion or criticism), works of art and design, photographs, films, video and audio recordings, computer software, architectural and engineering drawings, and choreography.
2. “District Support” includes the use of district funds, personnel, facilities, equipment, materials, or technology. District Support may be either Nominal or Substantial, or a combination thereof.
 - a. “Nominal District Resources” include those which are customarily available or provided in the course of the faculty member's usual appointment or assignment, such as but not limited to support services provided by other employees, standard indirect costs, the use of computers, photocopy machines, office supplies, the use of an assigned office and telephone, and software, multi-media equipment, and performance capture equipment available for use by any faculty member. A budget which is customarily provided for the faculty member's usual appointment or assignment shall be considered a Nominal District Resource.
 - b. “Substantial District Resources” shall be direct costs to the District and include the provision of a budget over and above any budget customarily provided for the faculty member's usual appointment or assignment. The assignment by the District of other employees to provide secretarial, technical or creative services specifically for the creation of the Work shall be considered Substantial District Resources. The use of exceptionally expensive District equipment or facilities (e.g., professional recording and filming studios, and professional television cameras) are Substantial District Resources.

Article 3 (continued)

C. **Policy**

1. Copyrights to Works created by a faculty member using Nominal District Resources will be owned by the faculty member, even if those Works are created in connection with courses taught, or other duties performed as a faculty member, while employed by the District unless a separate Intellectual Property Rights Agreement Form is signed between the District and faculty member (see Appendix A).
2. Copyrights to Works created by a faculty member using Substantial District Resources shall be the property of the District unless a separate Intellectual Property Rights Agreement Form is signed between the District and faculty member (see Appendix A).
3. Copyrights and patents developed from projects undertaken by a faculty member at the request of the District using Substantial District Resources, including reassigned time of the faculty member, shall belong to the District and/or faculty member together with all royalties or profits, as provided in the Intellectual Property Rights Agreement Form to be concluded before the project is begun (see Appendix A).
4. The District may transmit or record for transmission any classroom instruction, lecture, or other instructional or performance event produced by a faculty member as part of a distance learning program. The District, however, may not sell or re-transmit in future semesters any such recording except under the terms of the Intellectual Property Rights Agreement Form between the District and faculty member (see Appendix A).

D. Dispute Resolution

Disputes between a faculty member and the District concerning this Article shall be resolved pursuant to the grievance procedures contained in Article 16, except that an arbitrator who is expert in copyright law shall be chosen by the parties, or, if the parties are unable to agree on an arbitrator, chosen in accordance with the commercial arbitration rules of the American Arbitration Association.

Article Three Appendix

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2100 Chester Avenue
Bakersfield, CA 93301-4099
(661) 336-5100

Article 3 – Appendix A

- Bakersfield College
- Cerro Coso College
- Porterville College

Intellectual Property Rights Agreement

1. Work title _____
2. Project Description (including benchmarks and deadlines):

3. Product Description (including due date):

4. District contribution of Substantial Resources (such as financial, staff/personnel, equipment, software/licenses, other):

5. Faculty contribution and compensation:

6. Ownership of copyrights and royalties to the product shall be _____% faculty member and _____% district.

The Association (CCA) recommends that the faculty member review this agreement form with a CCA Campus Chair before signing the agreement.

Faculty's Signature	Date
College President's or Designee's Signature	Date

Copy to be retained by the Faculty Member and College President or Designee.

ARTICLE FOUR—PROFESSIONAL EXPECTATIONS

(All sections of this article apply to all faculty, unless otherwise noted.)

A. **Academic Freedom**: The District, the Colleges and unit members will adhere to the following in regard to academic freedom:

1. Education in a democracy depends upon earnest and unceasing pursuit of truth and upon free and unrestricted communication of truth.
2. Faculty members shall be free to exercise academic freedom, including freedom of investigation, freedom of discussion in the classroom, freedom to select texts and other instructional materials, freedom of assignment of instructional exercises, and freedom of evaluation of student efforts.
3. Faculty members acknowledge that in the exercise of academic freedom they have a responsibility to be accurate and comprehensive in making 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 made as private citizens.
4. The District recognizes the fundamental right of the faculty member to be free from any censorship or restraint which might interfere with the faculty member's obligation to pursue truth and maintain his/her intellectual integrity in the performance of his/her teaching functions.

B. **Personal Freedom**

1. The personal life of a faculty member is not an appropriate concern of the District for the purposes of evaluation or disciplinary action unless it prevents the faculty member from performing his/her assigned duties or it calls for discipline under the provisions of the Education Code.
2. A faculty member shall be entitled to the full rights of citizenship and no religious or political activities, or lack thereof, of any unit member shall be used for purposes of disciplinary action.

C. **The Faculty Member Shall**

1. Provide instructional and/or non-instructional services specified by the faculty member's contract and/or staff assignment sheet.
2. Maintain currency in subject matter and/or service area.

Article 4 (continued)

3. Instruct courses in a manner consistent with curriculum committee approved course outlines. Provide non-instructional services in a manner consistent with approved position description.
4. Provide current course orientation materials to each student on the first day of class, and discuss orally the course content. These materials will minimally include the following: approximate dates of outside activities; an approximate weekly assignment plan; an approximate examination schedule; grading criteria; contact information; availability of accommodations and policies for students with disabilities; and general rules that will affect student grades (such as, drop/add deadlines, withdrawal deadlines, tardiness, student class participation).

A copy of the orientation materials shall be provided to the supervising administrator upon request.

5. Secure written permission to print copyrighted material in faculty handouts or syllabi.
6. Provide instructional or non-instructional activities with due regard to the level and purpose of the course or service area.
7. Use media aids, the library, and other resources as appropriate to enhance student learning.
8. As appropriate, utilize alternative instructional delivery approaches to enhance student access.
9. Not, except in the case of emergency, leave a class, program, or activity unattended. An appropriately qualified KCCD academic employee must always be responsible and present.
10. Provide for supervision of students throughout assigned activities, events or field trips.
11. Not combine, cancel, or change meeting times or places of classes or activities without permission of the College President or designee.
12. Reasonably assist in the maintenance of facilities and equipment.
13. When reasonably possible, report absences in sufficient time to provide proper substitution.
14. File an injury report with the College President or designee if a personal or student injury occurs while on duty.
15. Provide and maintain a current mailing address, e-mail address, and telephone number with Human Resources.
16. Communicate with others in a professional manner.
17. Participate in the college community. Adjunct faculty are encouraged but not required to

Article 4 (continued)

participate. Participation includes the following, as appropriate;

- a. College, divisional, or departmental meetings. (Attendance is mandatory for all full-time faculty.)
 - b. Serve on committees and/or participate in other faculty governance activities.
 - c. Participate in retention and institutional research activities and recruiting/articulation with schools and colleges.
 - d. Participate with chair and educational administrator to develop and implement a plan to improve retention if class size at the end of a semester is unreasonably low as a pattern.
 - e. Participate in promotional activities, job placement activities, student follow-up activities and advisory committees.
 - f. Develop or participate in the development of curriculum, services, and/or activities. Review curriculum and/or services periodically, revising as necessary.
18. Not conduct personal business which interferes with contract responsibilities nor use District or College personnel, facilities, or equipment for personal business.
19. Adhere to College and District policies and procedures.

D. District Rights

1. Except as limited specifically by the express terms of this Agreement, or in adopted Board Policy of the Board of Trustees, the District retains all of the rights and authority conferred upon it by the laws of the State of California to direct, manage, and control the affairs of the District.

Article 4 (continued)

E. **Department, Division, or Program Area Rights:** (See **Article Five** for the faculty chair selection, compensation, and evaluation)

The faculty of each department, division, or program area may develop rules, regulations, and procedures for divisional (departmental or program area) operation, which are not in conflict with the law, Board policy, and this Agreement in the following areas. The educational administrator, working collaboratively with the department members, will review the rules, regulations, and procedures biennially.

1. Summer assignments
2. Conference travel
3. Faculty appointments to committees
4. Faculty evaluation
5. Safety procedures
6. Textbook selection
7. Courses to which faculty are assigned and counselor and librarian assignments
8. Multiple Site Assignments
9. Specific courses to be offered
10. Development of course proposals and course revisions
11. Priority setting for divisional (departmental, program area) planning
12. Selection of faculty participants in division, department, program area review(s)

F. The Kern Community College District will not discriminate in its employment relationship with members of the unit on the basis of race, disability, medical condition, marital status, gender, sexual orientation, age, religious creed, color, national origin, or ancestry.

1. The provisions of **Article 4.F** are not subject to **Article Sixteen**, the grievance procedure. Complaints of alleged violations of this Article may be processed through Board of Trustees Policy (**Section Eleven--General Personnel Administration**) or other procedures provided by statute.
2. Complaints of alleged violations of **Article 4.F** may be processed with the assistance of the Association.

G. **Non-College Employment**

1. The Governing Board recognizes that District employees may receive compensation for outside activities as long as these activities are not incompatible with the employee's duties or to the duties, functions, or responsibilities of the District. A faculty member may request prior approval for non-college employment if the faculty member is uncertain if an activity is incompatible.

Article 4 (continued)

2. Outside paid activities are incompatible with employment if they require time periods that interfere with the proper, efficient discharge of the employee's duties; if they entail compensation from an outside source for activities which are part of the employee's regular duties; or if they involve using for private gain the District's name, time, facilities, equipment, or supplies.
 - a. The Governing Board recognizes that adjunct faculty may have primary employment responsibilities elsewhere that could interfere with the KCCD assignment. Such primary employment should not significantly nor repeatedly interfere with the assignment.
 - b. It is the responsibility of the adjunct faculty member to advise the faculty chair or educational administrator of such conflicts (prior to the conflict, if possible) that could interfere with the proper, efficient discharge of their assignment.
3. Upon determining that an employee's outside job is incompatible with District employment, the educational administrator shall so inform the employee. An employee who continues to pursue an incompatible activity may be subject to disciplinary action.
4. An employee shall not approve any request for payment of District funds for any purpose on behalf of other staff if the employee benefits financially from the approval or if the supervisor benefits financially.

ARTICLE FIVE—FACULTY AREA CHAIRS AND FACULTY DIRECTORS

Faculty Area Chairs

A. Selection of Chair

1. Chair terms are two (2) years.
2. When the term of a Chair is about to expire or the position becomes vacant, the Academic Senate will conduct an election within the area to select the nominee(s) for the position as follows:
 - a. The Senate will send a list of responsibilities and compensation of Chairs to all members of the area together with a request for nominations of tenured faculty within the area. The Association will consider exceptions to the tenure requirement on a case-by-case basis.
 - b. Ballots will permit each member of the area to select a first-place candidate and a second-place candidate. The Senate will send the tally showing the first and second choices of the area to the President.
 - c. The College President or designee shall interview the candidate(s) receiving the highest number of votes and make the final selection or reopen the process. All candidates being interviewed for a specific chair position shall be interviewed by the same administrator.

B. Removal of Chair

1. **Initiated by the Area:** At any time during the Chair's term, one-third of the members of the area may petition the Academic Senate for a vote to recall the Chair. If at least two-thirds (2/3) of those voting in the recall election vote to recall, the College President will declare the position vacant and a Chair will be selected in accordance with procedures set forth in **Article 5.A.2**. In the interim, the College President may appoint an educational administrator to fulfill the chair's duties for a period not to exceed forty-five calendar days, unless extended by the Association. Following such actions the Chair shall be reassigned, in accordance with **Article Eight** of this agreement.
2. **Initiated by the College President:** The College President may remove a Chair after convening a special meeting in order to consult with members of the area before taking final action. In such an event, the College President shall provide notice to the person and area at least ten days prior to such removal. The Chair shall be provided reasons in writing for such actions. Following such actions the Chair shall be reassigned, in accordance with **Article Eight** of this agreement. After such removal, the area shall hold a new election. In the interim, the College President may appoint an educational administrator to fulfill the faculty chair's duties for a period not to exceed forty-five calendar days, unless the Association approves an extension.

Article 5 (continued)

C. **Vacancy**

1. When a Chair is vacated, the individual vacating that position relinquishes responsibilities and compensation related to that position. The vacancy will be filled in accordance with this **Article, 5.A.2.**
2. In the interim, the College President may appoint an educational administrator to fulfill the faculty Chair's duties for a period not to exceed forty-five calendar days, unless the Association approves an extension in consultation with the President or designee.

D. **Core Duties and Responsibilities of KCCD Faculty Chairs**

1. **Leadership**

- a. Serve as primary communicator/spokesperson for the area of responsibility.
- b. Conduct regularly scheduled meetings, at least twice a semester and special meetings as necessary, for the area of responsibility to ensure communication, discussion, and consensual decision-making.
- c. Ensure area representation at appropriate college committees as defined by the established campus participatory governance procedures.
- d. Encourage area faculty and classified staff participation in college governance.
- e. Maintain cooperative and productive working relationships within the areas and with campus support services and other instructional areas.
- f. In collaboration with area faculty, identify student needs and recommend strategies for meeting identified needs.
- g. Support and represent equitably the disciplines and sub-disciplines within the area of responsibility.
- h. Faculty chairs will not be reassigned 100% from their service areas. They will continue to teach, counsel, or serve as a librarian, as appropriate.
- i. Facilitate open and shared communication and collaboration among faculty, staff, and program areas.
- j. Develop, in collaboration with area faculty, rules, regulations, and procedures for the operation of the area in accordance with the terms of the contract and Board policy.

Article 5 (continued)

- k. Encourage area participation in grant, special project, and categorical activities, where appropriate.

2. **Curriculum and Programs**

- a. Encourage and support curriculum development and innovation.
- b. Coordinate the preparation and review of new course outlines and catalog information.
- c. Implement the curriculum review/renewal process.
- d. Implement and participate in the program review process.
- e. Develop area schedule of courses and staff assignments to meet student needs, with input from all area faculty.
- f. Participate in the articulation of area curricula with transfer institutions, high schools, and employers including Tech Prep agreements.
- g. Participate in the development of the Educational Master Plan in collaboration with the faculty within the area of responsibility and the Administration.
- h. Monitor student enrollments and program effectiveness. Recommend and implement appropriate measures as needed.

3. **Personnel**

- a. Participate in recruiting and selection processes of area full and part-time faculty and classified personnel.
- b. Coordinate department or division orientation of new area faculty and classified staff.
- c. Participate in faculty evaluations in accordance with this contract.
- d. Coordinate the evaluation of adjunct faculty.
- e. Participate in the evaluation of the supervising administrator.
- f. Participate in the evaluation of classified personnel as appropriate.
- g. Participate in the resolution of conflicts between faculty, staff, and students in the areas as described in Board Policy.

Article 5 (continued)

4. **Fiscal**

- a. Collaboratively develop annual area budget and expenditure recommendations with input encouraged from all area faculty members.
- b. Manage area budget.
- c. Advocate for the area in the development of the college budget.

5. **Administrative**

- a. Work with the Public Information Officer or other appropriate entity to develop publications to promote instructional and student services programs.
- b. Ensure, where applicable, that advisory committees are formed, convened, and have appropriate community and faculty representation.
- c. Monitor operations and physical resources. Recommend and implement appropriate measures as needed.
- d. Oversee inventory and equipment lists as appropriate.
- e. Meet regularly prescribed timelines for faculty chair duties.

E. **Evaluation of Faculty Chairs**

1. Faculty chairs will be evaluated on the duties listed in this article by faculty and staff in the area and the educational administrator.
2. This process shall be completed by February 15 in the second year of each chair term.
3. Faculty chair evaluation forms are found in **Article 5, Appendix B**.
4. The results of the evaluation shall be shared with the Faculty chair.
5. Faculty chair evaluation results shall be maintained in the official District personnel file, but shall not be part of the Mode A, B, or C faculty evaluation process.

F. **Compensation for Faculty Chairs**

1. **Formula for faculty chair reassigned time and extra days**

- a. Faculty chair reassigned time is assigned every July 1, based upon the total teaching faculty FTEF in the Chair's area, including full-time equivalent adjunct faculty.

Article 5 (continued)

- b. Reassigned time will be recalculated before March 1 each year adding the previous calendar year's spring, summer, and fall FTEF and dividing by two (2). For any department or division undergoing reorganization, reassigned time will be calculated within a reasonable time after the reorganization has been approved by the Academic Senate and the Association. (See the table below for an example).

FTEF Determination			
Spring	Summer	Fall	Full Year
10.3256	1.4370	9.8984	10.8305

- c. The following table is used for reassigned time distribution.

	FTEF	Reassigned FTE
Reassigned Time	up to 3	0
	>3 to 10	0.2
	>10 to 13	0.3
	>13 to 17	0.4
	>17 to 22	0.5
	>22 to 28	0.6
	>28	0.7

- d. Extra Days

- 1) Each faculty chair is assigned a base of ten (10) extra days and paid on the one-hundred-eighty-five-day (185-day) faculty schedule including one (1) day for each summer FTEF which is paid on the per diem rate [For instance in the example above the faculty member would receive ten (10) base days + one (1) days for the summer FTEF totaling eleven (11) days]
- 2) Extra duty days beyond the one-hundred-eighty-five-day (185-day) base will be paid at the per diem rate which is calculated at the one-hundred-seventy-five-day (175-day) annual salary divided by one hundred seventy-five (175). These days will be assigned annually based upon the employee's contract. The schedule of extra duty days beyond the one hundred seventy-five (175) contract days shall be determined by the supervising educational administrator in consultation with the faculty chair.

Article 5 (continued)

- 3) Extra days will be calendared in consultation with the educational administrator.
- 4) Chair training will be incorporated into the base days.
- e. See **Appendix A** for chair release time and extra days for the 2011-2012 academic year. This will be updated annually, according to **Article 5.F.1.**
2. The **Appendix** will include the area chair's reassigned time and days, and will be updated yearly.

G. Non-Compensated Faculty Chairs

1. Areas that have faculty chairs that do not receive reassigned time or extra duty days are not listed.
2. The Senates may establish and run elections for non-compensated participatory chairs for those areas not represented by a compensated chair.

H. Faculty Director Definition

Faculty directors are faculty hired or assigned to direct specific programs or activities, they are not elected. This section and the accompanying evaluation are intended for directors of programs funded through unrestricted and some restricted funding programs, but not intended for directors of grants or temporarily funded positions. Faculty directors have very different job assignments with differing levels of responsibility and lists of duties. Faculty directors are often assigned extra days or reassigned time to enable them to fulfill their duties; these extra days are paid at the per diem rate.

I. Core Duties and Responsibilities

Directors may be responsible for only some of the following duties depending upon their job description and area of responsibility. The director and educational administrator shall meet at the beginning of the evaluation year to determine which of the following duties are appropriate to the written job description.

1. Leadership
 - a. Serve as primary communicator/spokesperson for the area of responsibility.
 - b. Encourage area faculty and staff participation in college governance.
 - c. Maintain cooperative and productive working relationships within the campus and community.

Article 5 (continued)

- d. In collaboration with area faculty and community partnerships, identify student and area needs, and recommend strategies for meeting identified needs.
 - e. Develop, in collaboration with area faculty and staff, rules, regulations, and procedures for the operation of the area in accordance with the terms of the contract, Board policy, and external regulatory agencies.
 - f. Encourage area participation in grant, special project, and categorical activities, where appropriate.
 - g. Conducts meetings for the area of responsibility as appropriate.
2. Curriculum and Programs
- a. Encourage and support curriculum development and innovation.
 - b. Coordinate the preparation and review of new course outlines and catalog information.
 - c. Implement the curriculum review/renewal process.
 - d. Implement and participate in the program review process.
 - e. Develop area schedule of courses and staff assignments to meet student needs, with input from all area faculty.
 - f. Participate in the articulation of area curricula with transfer institutions, high schools, and employers including Tech Prep agreements.
 - g. Participate in the development of the Educational Master Plan in collaboration with the faculty and staff within the area of responsibility and the Administration.
 - h. Monitor student enrollments and program effectiveness. Recommend and implement appropriate measures as needed.
3. Personnel
- a. Participate in recruiting and selection processes of area full and part-time faculty and staff.
 - b. Coordinate department or division orientation of new area faculty and staff.
 - c. Participate in faculty evaluations in accordance with this contract.
 - d. Coordinate the evaluation of adjunct faculty.
 - e. Participate in the evaluation of the supervising administrator.

Article 5 (continued)

- f. Participate in the evaluation of staff as appropriate.
 - g. Participate in the resolution of conflicts between faculty, staff, and students in the areas where there are no department/division chairs, as described in Board Policy.
4. Fiscal
- a. Collaboratively develop annual area budget and expenditure recommendations with input encouraged from all area faculty members.
 - b. Manage area budget.
 - c. Advocate for the area in the development of the college budget.
 - d. Advocate for funding from external agencies, where appropriate.
5. Administrative
- a. Work with the Public Information Officer or other appropriate entity to develop publications to promote instructional and student services programs.
 - b. Ensure, where applicable, that advisory committees are formed, convened, and have appropriate community and college representation.
 - c. Monitor operations and physical resources. Recommend and implement appropriate measures as needed.
 - d. Oversee inventory and equipment lists as appropriate.
 - e. Meet regularly prescribed timelines for faculty director duties.
 - f. Meet prescribed timelines for reports to external agencies.

Article Five Appendix

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Article 5 - Appendix A

Faculty Chair Reassigned Time and Extra Days

Faculty chair assignment shall be a minimum of one hundred eighty-five (185) days. The minimum reassigned time at Cerro Coso and Porterville College shall be 0.30 to compensate for unassisted chair duties.

Total Reassigned time and days = 15.357

Bakersfield College					
Department	FTEF Spring 2010	FTEF Summer 2010	FTEF Fall 2010	Reassigned Time (Portion of Load)	Extra Duty days
Academic Development	20.023	4.595	21.802	.60	15
Agriculture	7.441	0.900	8.284	.20	11
Art	11.900	1.100	11.700	.30	11
Behavioral Science	20.598	3.400	21.131	.60	13
Biological Sciences	14.265	2.299	14.464	.40	12
Business Management and Technology	18.112	1.200	18.220	.50	11
Communication	17.274	3.200	17.874	.50	13
Counseling					10
Engineering and Industrial Technology	24.241	1.267	24.460	.60	11
English	36.387	7.665	38.788	.70	18
ESL	6.472	1.068	7.046	.20	11
FACE	16.027	2.300	15.364	.40	12
Foreign Language with ASL	10.326	1.532	10.527	.30	12
Health & Physical Education	22.970	4.217	23.011	.60	14
Library					10
Mathematics	29.010	5.190	32.447	.70	15
Nursing	21.978	1.828	39.318	.70**	11**
Performing Arts	9.924	1.050	10.034	.30	11
Philosophy	7.999	1.000	8.666	.20	11
Physical Science	15.926	3.299	14.868	.50	13
Social Science	29.000	9.100	30.834	.70	19
Total	339.873	56.210	368.838	9.00	264

*An additional two (2) summer days will be added EIT Chair load for summer to compensate for the JTPA load calculated on the 27.5 hours teaching which equals 1.833 FTEF.

Article 5, Appendix A (continued)

**In accordance with the 3/2/07 MOU between the parties, compensation for the Nursing chair duties will include 0.7 load reassigned time and 11 extra days at the per diem rate.

The Counseling and Library chairs will have no specified reassigned time because of the flexible nature of the assignments allows chair duties to be done within the workday.

Article 5, Appendix A (continued)

Cerro Coso College					
Department	FTEF Spring 2010	FTEF Summer 2010	FTEF Fall 2010	Reassigned Time (Portion of Load)	Extra Duty Days
Child Development/Education	6.377	6.400	6.777	.30	16
CIS/Business	11.257	4.464	11.625	.40	14
Counseling					10
English	13.065	3.799	12.932	.40	14
Humanities	7.465	4.233	6.565	.30	14
Industrial Arts	3.200	0	3.467	.30	10
Library					10
Mathematics	9.262	3.534	11.603	.30	14
Media Arts	2.973	.833	3.298	.30	11
Physical Education	6.154	1.274	6.064	.30	11
Public Services	14.436	4.133	13.753	.40	14
Science	7.035	.600	7.201	.30	11
Social Science	12.535	6.266	12.332	.40	16
Visual & Performing Arts	7.467	2.600	7.533	.30	13
Total	101.226	38.136	103.150	4.00	178

The Counseling and Library chairs will have no specified reassigned time because of the flexible nature of the assignments allows chair duties to be done within the workday.

Article 5, Appendix A (continued)

Porterville College					
Division	FTEF Spring 2010	FTEF Summer 2010	FTEF Fall 2010	Reassigned Time (Portion of Load)	Extra Duty Days
Career and Technical Education*	18.208	.667	18.266	.50	11
Fine and Applied Arts	6.800	.800	6.533	.30	11
Health Careers	18.917	.800	17.328	.50	11
Language Arts	18.202	4.267	17.331	.50	14
Natural Sciences & Mathematics	14.799	3.066	13.932	.40	13
Physical Education and Athletics	7.193	.600	6.400	.30	11
Social Sciences	14.300	2.201	13.834	.40	12
Student Learning Services				0	10
Total	98.419	12.401	93.624	2.90	93

* The Porterville College Academic Senate will evaluate the division consolidation of Applied Technology, Education and Career Development, and Business Divisions into the Career and Technical Education Division at the end of the 2009/10 academic year and return the divisions to their status in Spring 2007 if so recommended by the majority of the full-time faculty in said division. The Association encourages the Academic Senate of Porterville College to complete the evaluation no later than April 1, 2010.



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Article 5 – Appendix B

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Faculty Evaluation Faculty Chair Evaluation

Evaluatee	Evaluator	Date
-----------	-----------	------

Rate the performance for each responsibility identified. In some circumstances the responsibility may not apply or you may not be able to assess it. In this circumstance, please rate the item as “Not Applicable/Unable to Assess.”

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ Unable to Assess
Leadership:					
1. Serves as the primary communicator for the area of responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Conducts regularly scheduled meetings for the area of responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ensures area representation at appropriate college committees as defined by participatory governance procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Encourages area faculty and classified staff participation in college governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Maintains cooperative working relationships with campus support services and instructional areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Identifies student needs and recommends strategies for meeting identified needs, in collaboration with area faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Supports and represents disciplines and sub-disciplines within the area equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Facilitates communication and collaboration among staff, faculty and program areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Develops and follows area procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Encourages area participation in grant, special project, and categorical activities, where appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum and Programs:					
11. Encourages and supports curriculum development and innovation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Coordinate the preparation and review of new course outlines and catalog information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Implements curriculum review/renewal process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Article 5 Appendix B (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ Unable to Assess
14. Implements and participates in program review process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Develops area schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Participates in articulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Participates in Educational Master Plan development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Monitors student enrollment and implements appropriate measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel:					
19. Participates in recruiting and selecting area faculty and classified staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Coordinates area orientation for new faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Participates in area faculty evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Coordinates area adjunct faculty evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Participates in area classified evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Participates in the resolution of conflicts between faculty, staff, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fiscal:					
25. Develops area budget collaboratively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Manages area budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Advocates for the area in the development of the college budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative:					
28. Works to promote area instructional and student services programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Ensures, where applicable, that advisory committees are formed, convened, and documented and have appropriate community and college representation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Monitors operations and fiscal resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Oversees inventory and equipment lists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Meets prescribed faculty chair timelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. What specific strengths did you identify in this faculty member?

34. Please list any specific changes needed to strengthen this faculty member's effectiveness.

35. List any other suggestions for improvements this faculty member might take.

Article 5 Appendix B (continued)

36. Other comments or suggestions?

Overall Assessment

Satisfactory

Needs Improvement

Unsatisfactory

Evaluator's Signature	Date
-----------------------	------

Thank you for your participation.

ARTICLE SIX - EVALUATION & TENURE OF FACULTY

(This article applies to fulltime faculty only.)

A. Purpose

Quality faculty are essential to the academic excellence of an institution. Therefore, it is a mutual expectation of faculty and administration that regular and on-going feedback be provided to faculty regarding job performance.

To ensure that quality teaching and support services remain the core ingredients in undergraduate education, the faculty evaluation process:

1. Focuses on professional growth, recognition, and improvement by identifying and providing instructional resources for support of individual faculty goals and growth.
2. Promotes faculty service (e.g. community, committee, professional activities).
3. Facilitates the accomplishment of individual faculty objectives linked to departmental, program, and institutional missions and goals.
4. Assesses the performance of the full scope of all assigned duties according to the job assignment and relevant professional standards.
5. Provides the basis for retention and tenure decisions.

B. Requirements

1. **Uniform and Consistent**: There shall be a uniform and consistent evaluation policy for all faculty as specified in the procedures and forms within this agreement.
2. **Truthful and Accurate**: Evaluation information shall be truthful and shall not include unsubstantiated information including rumors, gossip, or anonymous information of any kind. Information shall not be obtained through the use of sources such as electronic media, listening or recording devices without the written permission of the faculty member.
3. **Limited to Contractual Duties**: Faculty will be evaluated only on contractual duties. Faculty chair evaluations are addressed separately in **Article 5** and are unrelated to tenure and retention decisions.
4. **Based on Performance not Technology**: A distinction shall be made between faculty performance and technological failure. Malfunctions of instructional equipment shall not adversely affect the evaluation.
5. **Timely**: All participants are cognizant of the importance of immediate formative feedback and are committed to providing feedback rapidly and completing the process in a timely manner.

Article 6 (continued)

6. **Content is not Grievable:** The content of evaluations collected in a manner consistent with this Article shall not be grievable.

C. **Process**

1. **Criteria:** Because faculty assignments are diverse, evaluation criteria appropriate to the assignment shall be used as specified in the procedures and forms within this Agreement.

These criteria include:

- a. Discipline Knowledge
 - b. Creation and Facilitation of the Learning Environment
 - c. Individual Professional Responsibility
 - d. Participation in Institutional Activities
 - e. Effective Teaching Methods
2. **Components:** The purpose of the multiple components listed below is to get data from a variety of perspectives for diverse faculty assignments. Every effort should be made to integrate the data in its entirety in contrast to overemphasizing any individual component.
 - a. Portfolio: developed during Mode A year 1 through training and mentoring, and required for subsequent years of evaluation.

The purpose of the Portfolio is to:

- Demonstrate an on-going commitment to professional growth and development
- Provide an opportunity to give voice to a teaching and/or service philosophy
- Showcase the progress, best work and achievements of the faculty member
- Document campus, community, professional, and other multidimensional contributions
- Afford the committee a context in which to view their scheduled observations
- Present a creative reflection of the faculty member's professional life
- Act as the primary presentation aid and catalyst for the Pre-Observation Meeting

The evaluation committee reviews the portfolio during the Pre-Observation Meeting, and returns it to the evaluatee at the end of the meeting, unless the evaluatee chooses to leave it with the committee for further review.

Portfolio Preparation:

Portfolios may be developed in any appropriate medium, for instance, electronic formats or three-ring binders or other methods appropriate to the evaluatee's assignment. Beyond the required items, the portfolio contents will vary between individuals and will reflect the personal style and choices of the faculty member. The portfolio may include optional activities beyond contractual duties. The portfolio is an aid to facilitate the evaluatee's 20-30

Article 6 (continued)

minute presentation in the Pre-Observation Meeting. The items included should help to showcase the faculty member's progress and achievements since the last evaluation.

Mode A year 1 –

Required in the portfolio:

- Goals for professional growth
(See bullets for professional accomplishments below)
- Teaching and/or service philosophy
- Syllabi for courses taught in the current semester
- Samples of assignments/assessment activities for each learning environment that will be evaluated

Mode A years 2, 3, 4 and Mode B –

Required in the portfolio:

- Professional accomplishments
A brief statement about what you have contributed or gained by your campus/district service in any of the following areas:
 - In-class teaching/counseling/support service.
 - Curriculum review/development (e.g., development of courses, programs and/or instructional processes)
 - Educational research activity
 - Community work (e.g., speeches to community groups, formal assessment of community needs)
 - Articulation with feeder schools and four-year institutions
 - Recruitment of new student populations
 - On-campus committee work
 - Management responsibilities (e.g., service area coordinator, division/department chair, supervisor of aides)
 - Significant community and professional service (e.g., school board member, journal editor, officer of professional society)
 - Participation in job placement, on-campus activities and professional service
 - Other
- Goals for professional growth
(See bullets for professional accomplishments above)
- Teaching and/or service philosophy
- Syllabi for courses taught in the current semester
- Samples of assignments/assessment activities for each learning environment that will be evaluated
- A brief narrative summarizing your student learning outcomes and assessment strategies. Your portfolio should reflect your unique contributions.

Article 6 (continued)

- b. **Pre-Observation Meeting:** Participatory meeting to clarify the evaluation process, review the faculty portfolio to provide a context for the evaluation process, answer questions, establish parameters (such as observations), determine who will complete the Faculty Service Survey (if evaluatee has reassigned time or otherwise wishes to use this evaluation tool) and provide feedback from the committee about the materials presented. The evaluatee's presentation of his/her portfolio should take about 20-30 minutes.
- c. **Peer and Administrative Materials Review and Classroom Observations:** Announced and scheduled observations by committee members of faculty work and interaction with students. For Mode A evaluations, observations should be made of all faculty instructional, counseling, and library assignments. For Mode B evaluations, the evaluatee, the educational administrator and the faculty chair will each choose one assignment for observation based on assignments for the semester being evaluated. As much as possible, observations shall be distributed across different assignments, different preps and different sections for the semester. Student evaluations shall be completed for all assignments. Timely feedback should be provided to the evaluatee prior to the Evaluation Summary meeting. (Forms appropriate to assignment; see Checklist in Article 6 Appendix.)
- d. **Student Evaluations:** Evaluative reviews by students about interactions with the evaluatee conducting various duties, such as teaching, counseling, library, & other support services. (Forms appropriate to assignment; see Checklist in Article 6 Appendix.)
- e. **Administrative Assessment Review:** Evaluative review by Educational Administrator. (Form Q/FT.)
- f. **Faculty Service Survey:** Assesses the evaluatee's contribution to the KCCD community from the unique perspective of peers outside the discipline area or in the community, concerning faculty service. (Form P/FT; all faculty with reassigned time duties, others optional.)
- g. **Evaluation Team Summary:** Committee discusses the Evaluation Team Summary and makes recommendation based upon data from the evaluation process. Summary may include a minority report. (Attached to form A/FT.)
- h. **Evaluation Summary Meeting:** Meeting to clarify the Evaluation Team Summary, recognize faculty strengths, suggest areas for improvement and development, and inform the evaluatee of the committee recommendation. Committee members and evaluatee sign form A/FT no later than the end of the term of evaluation.
- i. **Presidential Review (Vice Presidents may also review the packet or be delegated as the presidential reviewer.):** Final campus administrative review of the evaluation packet and recommendation concerning employment status. Mode A years

Article 6 (continued)

commendations, recommendation to rehire, implement improvements, or in years 1 - 4 not to rehire. Mode B recommendations for improvement.

- j. Chancellor Review: Final district administrative review of the evaluation packet and recommendation concerning employment status. Commendations; recommendation to rehire; or implement improvements; or in Mode A years 1, 2, and 4 there can be a decision not to rehire.
- k. Board Approval: Board of Trustees review and finalize the decision concerning the faculty member. Final decision to rehire with commendations or suggestions for improvement; or decision not to rehire.

3. **Ratings**

- a. **Satisfactory**: In the case of an evaluation report of “satisfactory,” the employee will be retained, and the evaluation is concluded.
- b. **Needs to Improve**:
 - 1) In the case of a Mode A evaluation report of “needs to improve,” the recommendation for reappointment shall be given with specific recommendations for improvement, and shall include a plan for remediation of any deficiencies. The plan shall include a timeline for remediation, observation, and re-evaluation. The District shall provide assistance to remediate any deficiencies enumerated by the evaluation team.
 - 2) In the event of a needs to improve evaluation during the Comprehensive Mode B evaluation process, the College president may implement a Mode C evaluation. A needs to improve evaluation during the Brief Mode B evaluation process will be followed by a Comprehensive Evaluation the following semester.
- c. **Unsatisfactory**: In the case of an evaluation report of “unsatisfactory,” the Mode A employee in years one (1), two (2), or four (4) is terminated. In the event of an unsatisfactory evaluation during Mode A, year 3, a remediation plan shall be given with specific recommendations for remediation of any deficiencies. The plan shall include a timeline for remediation, observation, and re-evaluation. The District shall provide assistance to remediate any deficiencies enumerated by the evaluation team. In the event of an unsatisfactory evaluation during the Mode B process, the College president may implement a Mode C evaluation.

4. **Participants**

a. **The Evaluation Committee**

The goal of the Evaluation Committee is to identify and validate strengths, to identify

Article 6 (continued)

areas needing improvement, and to suggest areas for growth. The committee should limit itself to the agreed-upon expectations for conditions of improvement and parameters that the faculty member and department have identified. During the evaluation cycle, the Educational Administrator and the Evaluation Committee members shall make scheduled and announced visits to classes or work areas for observation purposes. The Evaluation Committee will meet with the faculty member in the Pre-Observation and Post-Observation Meetings and sign the final evaluation report. Every effort will be made for evaluation meetings to be scheduled with due consideration of faculty assignments. In the event that a committee member misses a meeting, that committee member will meet with both the Educational Administrator and the evaluation committee chair, within five work days, to fulfill committee obligations. A minority statement may be submitted to the evaluation package prior to the report being finalized and signed. All comments and recommendations will be tied to components relevant to the faculty member's job description. Personal criticisms, challenges to academic freedom, and identification of goals outside of these parameters are not appropriate.

- 1) The Faculty chair will serve on area evaluations and facilitate the Pre-Observation Meeting. In the event that a faculty chair cannot serve, an area does not have a chair, or the faculty chair is the evaluatee, the Educational Administrator will meet with the faculty in the area to select a suitable substitute.
- 2) Faculty Evaluators will participate in all components of the evaluation as peer experts:
 - Attend all committee meetings
 - Review the portfolio and other materials
 - Make arrangements for an observation date
 - Complete the observation and observation form appropriate to assignment
 - Complete Form B/FT as appropriate
 - Give the evaluatee timely feedback upon completion of the observation (prior to the post-observation meeting)
 - Sign the final report confirming the majority opinion
- 3) The Educational Administrator:
 - Provides direction to evaluatee on expectations and suitability of initial paperwork
 - Provides direction to evaluatee on expectations and initial process
 - Determines the timeline following contract specifications
 - Coordinates the paperwork inherent in the process
 - Completes an observation and observation form appropriate to the assignment
 - Gives the evaluatee timely feedback upon completion of the observation (prior to the Post-Observation Meeting)
 - Completes administrative assessment Form Q/FT
 - Coordinates the evaluation team as it jointly completes the Evaluation Team Summary (attached to form A/FT), based upon the majority opinion of the group
 - Types summary report

Article 6 (continued)

- After consultation with the evaluation committee, makes a recommendation on continued employment of the faculty member to the President
- b. **Evaluee** will:
- Select one (1) tenured faculty member for the evaluation team,
 - Prepare the portfolio
 - Provide their Educational Administrator with the following prior to the Pre-Observation Meeting:
 - Professional accomplishments
 - Goals for professional growth
 - Teaching and/or service philosophy
 - Syllabi for courses taught in the current semester
 - Samples of assignments/assessment activities for each learning environment that will be evaluated
 - Discussion of student learning outcomes and assessment strategies
 - Provide course materials for evaluation
 - Arrange observations for all assignments to be evaluated
 - When appropriate, send out faculty service survey to individuals the evaluee chooses, with instructions to return the form to the Educational Administrator for inclusion in the evaluation packet

D. **Types**

1. **Comprehensive Evaluations** involve a representative committee and a wide range of evaluation instruments and components, as indicated in Article 6.C.2 and the **Checklist** in Article 6 Appendix. Comprehensive evaluations shall not be replaced by a brief evaluation.
2. **Brief Evaluations**, for Mode B faculty only, include a smaller committee with a narrower range of evaluation instruments. Components to be used are the Portfolio and Student Evaluations. Forms to be used are indicated in the Checklist in Article 6 Appendix. The committee meets with the faculty member, conducts student evaluations in every student contact assignment, and completes the Evaluation Team Summary. The Educational Administrator completes an administrative assessment report. A faculty member who wishes to focus his or her brief evaluation on a particular project may indicate this in the self evaluation portion of his or her evaluation. A faculty member may elect to replace a brief Mode B evaluation with a comprehensive Mode B evaluation.

E. **Faculty Categories**

1. **Non-tenured faculty** shall be evaluated in accordance with the Mode A evaluation process, annually for the first four years. When a contract faculty member has not served seventy-five percent (75%) or more of the annual load in the first year of employment, or fifty percent (50%) or more of the annual load in the second year of employment, the faculty member's evaluation shall be extended.

Article 6 (continued)

2. **Tenured faculty** shall be evaluated in accordance with the Mode B evaluation process every three (3) years. Tenured faculty whose Comprehensive Mode B evaluation is less than satisfactory may be evaluated in accordance with Mode C.
 3. **Contingent on Funding faculty** shall be evaluated in accordance with the Mode A evaluation process for the first four (4) years and then every third year thereafter. Contingent on Funding faculty whose Comprehensive Mode B evaluation is less than satisfactory may be evaluated in accordance with Mode C.
 4. **Temporary faculty** shall be evaluated in accordance with the Mode A evaluation process each year.
- F. **Mode A:** Comprehensive evaluations for pre-tenure faculty in the first four (4) probationary contract years
1. The **purpose** of the probationary period is to give the faculty member who is a candidate for reappointment or tenure the opportunity to demonstrate to the Board of Trustees that he or she meets the standards established by a thorough process of evaluation.
 2. Evaluations are conducted in the fall semester for the **first four (4) years** of employment to determine the granting of tenure in accordance with Education Code Sections §87605-87611 and 87663.
 - In years 1, 2, and 4, a decision will be made either to retain or not retain the faculty member.
 - For disciplines with state licensing board requirements, additional evaluations may be conducted as required by the licensing board.
 3. The **Committee** consists of tenured faculty members only and includes the faculty chair, except under extenuating circumstances, as the chair of the committee, one (1) department/program area member chosen by the department, one (1) department/program area member chosen by the evaluatee, and the Educational Administrator. Where there are not sufficient department/program area members to serve on a committee, related disciplines may be used to furnish committee members. Where appropriate, an evaluator from outside the College may be included by the responsible Educational Administrator to increase the size of the committee to five (5).

Article 6 (continued)

4. Mode A: Process and Suggested Timeline

Activity A 1, 2, 3, 4	<i>Suggested Timeline</i>
Pre-Observation Meeting	Weeks 3-5 Fall term
Observations	Weeks 5-11 Fall term
Student Evaluations	Weeks 7-10 Fall term
Report compiled	Week 12 to end of Fall term
Preliminary Tenure decision for Year 4	December 15
Evaluation Summary	Week 13 to the end of the Fall term.
Complete file submitted to Vice President/President	February 1
Complete materials submitted to Chancellor	February 15
Materials submitted to Board of Trustees for action	On or before March 15 the College President shall make the final recommendation regarding appointment to the Chancellor and the Board of Trustees. A decision to retain results in a one-year contract after year 1 and a two-year contract after year 2. A decision to retain in year 4 results in tenure. A decision not to retain results in termination.

5. The **decision to grant tenure** will be based upon the cumulative evaluations of the probationary years. In the fourth (4th) year if the decision is to retain the faculty member, tenure will be granted, the faculty member will be notified by the Vice President or President, and the faculty member will be publicly recognized the following semester.

- a. **Preliminary** tenure decisions: By December 15 of the fourth (4th) year, a preliminary tenure recommendation shall be made by the evaluation committee that either (a) tenure be granted or (b) the faculty member not be retained.

The December 15 preliminary tenure recommendation during the fourth (4th) year will be based upon the annual evaluations one (1), two (2), three (3), and four (4). The preliminary tenure recommendation shall be prepared by the responsible Educational Administrator in consultation with the evaluation review committee. The preliminary recommendation shall be sent to the College Vice President and President for review. The College President shall make the final recommendation regarding tenure to the Chancellor and Board of Trustees by February 1.

- b. **Contested** tenure decisions: Allegations that the District, in a decision to grant tenure, made a negative decision that to a reasonable person was unreasonable, or violated, misinterpreted, or misapplied any of its policies and procedures concerning the evaluation of probationary employees, shall be classified and procedurally addressed as grievances. All rights, including hearing rights, shall be pursuant to the Education Code.

Article 6 (continued)

G. **Mode B**

Regular tenured faculty are evaluated using the Mode B process every three (3) years. The process includes review of previous evaluation information. The evaluation will be scheduled in the Spring term. The first Mode B evaluation after tenure will be a Comprehensive Evaluation (year 7). Subsequent evaluations will alternate beginning with a Brief Evaluation (year 10), followed by a Comprehensive Evaluation (year 13), a Brief Evaluation (year 16), etc. A faculty member may elect to replace a brief Mode B evaluation with a comprehensive Mode B evaluation. A less-than-satisfactory Brief Mode B evaluation will be followed the next semester by a Comprehensive Evaluation. In this situation, the next Mode B evaluation will be in two and one half (2-1/2) years.

For disciplines with state licensing board requirements, additional evaluations may be conducted as required by the licensing board.

1. **Comprehensive** Mode B Evaluation Committee consists of tenured faculty members only and includes the faculty chair, except under extenuating circumstances, as the chair of the committee, one (1) department/program area member chosen by the evaluatee, and the Educational Administrator. Where there are not sufficient department/program area members to serve on a committee, related disciplines may be used to furnish committee members. Where appropriate, an evaluator from outside the College may be included by the responsible Educational Administrator to increase the size of the committee to four (4).
2. **Brief** Mode B Evaluation Committee - Brief evaluations are conducted by the faculty chair and an Educational Administrator.
3. **Process and Suggested Timelines**

Activity	<i>Suggested Timeline</i>
Brief Mode B evaluations (B Brief)	
Pre-Observation Meeting	Weeks 3-5 of Spring term
Student Evaluations	Weeks 5-9 of Spring term
Report compiled	Weeks 9-11 of Spring term
Complete file submitted to Vice President/President	By week 12 of the Spring term
Complete materials submitted to Chancellor	On or before May 15
Materials submitted to Board of Trustees for action	On or before the June Board meeting the College President shall make the final recommendation to Board of Trustees. An unsatisfactory decision may result in a Mode C evaluation.

Article 6 (continued)

Activity	<i>Suggested Timeline</i>
Comprehensive Mode B evaluations B (Comp)	
Pre-Observation Meeting	Weeks 3-5 of Spring term
Observations	Weeks 5-11 of Spring term
Student Evaluations	Weeks 7-9 of Spring term
Report compiled	Weeks 9 – 12 of Spring term
Evaluation Summary	Prior to week 12 of Spring term
Complete file submitted to Vice President/President	Prior to week 14 of Spring term
Complete materials submitted to Chancellor	On or before May 15.
Materials submitted to Board of Trustees for action	On or before the June Board meeting the College President shall make the final recommendation to Board of Trustees. An unsatisfactory decision may result in a Mode C evaluation.

H. **Mode C:** In the event of a needs improvement or unsatisfactory evaluation report during the Comprehensive Mode B process, or if in the College President’s judgment circumstances warrant evaluation other than the normal cycle, he or she may declare a Mode C evaluation. At that time the College President shall enumerate and describe the reasons for the Mode C in writing to the faculty member. The College President shall provide notice to the Association President that a Mode C has been declared. This will supersede a Mode B evaluation.

1. **Committee:** Within two (2) weeks of the receipt of the notification letter by the evaluatee, a committee composed of tenured faculty members shall be appointed. The faculty members on the committee shall include the faculty chair, one (1) member chosen by the evaluatee in consultation with the Association President or designee, one faculty member chosen by the faculty chair, and one (1) Educational Administrator appointed by the College President or designee. In the event that a faculty chair cannot serve, an area does not have a chair, or the faculty chair is undergoing a Mode B evaluation, the Educational Administrator will meet with the faculty in the area to select a suitable substitute. In the event that the Mode C is declared near the end of the term, the committee members will be appointed the first two (2) weeks of the next semester. It is recommended that faculty committee members be experienced in teaching, college service and leadership. See **Article Six Appendix forms S-1/FT and S-2/FT** at the end of this Article for Mode C evaluation forms.

2. The faculty member and the committee shall consult to develop a **remediation plan** to address the enumerated deficiencies. The plan shall:
 - a. include a timeline for remediating deficiencies.
 - b. delineate the process and the measures for determining performance improvements.
 - c. be submitted and approved by the appropriate Vice President.

Article 6 (continued)

3. The remediation plan shall be implemented and the District shall provide assistance to remediate deficiencies enumerated by the Mode C evaluation committee. At the conclusion of the established timeline, the committee and the administrator shall meet with the evaluatee to review the summary form. It is recommended that an Association representative be present at this meeting.
4. **Evaluation tools** used to determine satisfactory progress may include but not be limited to:
 - Student Evaluation--at the suggestion of either the committee or the evaluatee, a standardized student evaluation or specialized student evaluation focusing on areas of deficiency
 - Performance Observation--at the discretion of the Educational Administrator or at the election of the evaluatee, observations of performance by the evaluation committee
 - Other Elements--at the election of the evaluatee or the committee, other evaluation elements appropriate to teaching or non-teaching assignments with focus on deficiencies
5. Mode C evaluations may lead to progressive discipline or termination. However, the services of the faculty members during their term or continuing appointment may be terminated only with Cause according to Education Code Sections 87666 et seq.

I. Faculty Director Evaluation

1. Faculty Directors will be evaluated on the duties listed in Article 5 by faculty and staff in the area and the educational administrator.
2. This process shall be completed for faculty members with a director's assignment of 20% or more.
3. The director evaluation process will be completed as part of the Mode A or Mode B regular evaluation cycle.
4. Evaluation form O/FT will be used.
5. The evaluatee and educational administrator should determine the questions on the evaluation form that are appropriate to the written job description.

Article Six

Appendix

Article Six Appendix

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Checklist of Full-time Faculty Evaluation Forms

Faculty evaluation teams will use the following two (2) required guidelines and forms:

- Form A/FT Coversheet for the Faculty Evaluation Process
- Form Q/FT: Administrative Assessment Review

Below is a checklist of the additional forms that should be included in the Mode A and Mode B Comprehensive evaluation, according to faculty assignment. Mode B Brief adds only the Student Evaluation Forms to the above required forms.

Instructional Faculty

- B/FT: Materials Review and Classroom Instruction Observation
- E/FT: Student Evaluation for Instructional Faculty

Instructional Faculty Open Lab

- B/FT: Materials Review and Classroom Instruction Observation
- G/FT: Materials Review and Open Lab Activity Observation
- H/FT: Student Evaluation for Open Lab Faculty

Instructional Faculty On-line

- C/FT: Materials Review and On-line Instruction Observation
- F/FT: Student Evaluation for On-line Instructional Faculty

Non-Instructional Faculty with Student Contact Hours

- L/FT: Student Evaluation for Non-Instructional Faculty
- I/FT: Student Consent Form for Observation of Faculty/Student Interaction
- J/FT: Observation for Counseling/Non-Instructional Faculty

Non-Instructional Faculty without Student Contact Hours

- P/FT: Faculty Service Surveys that reflect the full range for faculty service

Library Faculty/Non-Instructional

- M/FT: Observation form for Library Faculty
- N/FT: Student Evaluation for Library Faculty

Counseling/Non-Instructional Faculty

- J/FT: Observation for Counseling/Non-Instructional Faculty
- I/FT: Student Consent Form for Observation of Faculty/Student Interaction
- K/FT: Student Evaluation for Counseling Faculty

Faculty with Reassigned Time (not related to Faculty union released time)

- P/FT: Faculty Service Surveys that reflect the full range of reassigned service

Faculty with Reassigned Time for Director Responsibilities

- O/FT: Faculty Director Evaluation

Remediation

- R-1/FT: Mode A Remediation Plan
- R-2/FT: Mode A Remediation Plan Report
- S-1/FT: Mode C Remediation Plan
- S-2/FT: Mode C Remediation Plan Report

Examples of Faculty with Multiple Assignments

Library Faculty/Instructional

- B/FT: Materials Review and Classroom Instruction Observation
- E/FT: Student Evaluation for Instructional Faculty
- M/FT: Observation form for Library Faculty
- N/FT: Student Evaluation for Library Faculty

Counseling Faculty/Instructional

- B/FT: Materials Review and Classroom Instruction Observation
- E/FT: Student Evaluation for Instructional Faculty
- I/FT: Student Consent Form for Observation of Faculty/Student Interaction
- J/FT: Observation for Counseling/Non-Instructional Faculty
- K/FT: Student Evaluation for Counseling Faculty



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Article 6 - Form A/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

Full-time Faculty Evaluation Cover Sheet

Name of Faculty Member				<input type="checkbox"/> Fall <input type="checkbox"/> Spring	
Department/Division/Program Area				Total Number of Pages (including cover sheet)	
<input type="checkbox"/> Mode A Year 1	<input type="checkbox"/> Mode A Year 2	<input type="checkbox"/> Mode A Year 3	<input type="checkbox"/> Mode A Year 4		
<input type="checkbox"/> Mode B Brief	<input type="checkbox"/> Mode B Comprehensive	<input type="checkbox"/> Mode C	<input type="checkbox"/> COF or Temporary Faculty Year _____		
Committee Commendation: Recommended as a model for other faculty in the following areas(s).					
<input type="checkbox"/> Discipline Knowledge	<input type="checkbox"/> Effective Teaching Methods	<input type="checkbox"/> Effective Use of Technology	<input type="checkbox"/> Institutional Participation	<input type="checkbox"/> Facilitating the Learning Environment	<input type="checkbox"/> Student Advisement Facilitating
<input type="checkbox"/> Special Student Needs			<input type="checkbox"/> Other _____		
Performance Summary					
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs Improvement		<input type="checkbox"/> Unsatisfactory	
Committee Member					
Faculty Chair (print)	(Signature)	Date			
Faculty Member (print) (department/division chosen) Mode A & C only	(Signature)	Date			
Faculty Member (print) (evaluator chosen)	(Signature)	Date			
Other (specify) (print)	(Signature)	Date			
Educational Administrator (print)	(Signature)	Date			
<p><i>I certify that this report has been discussed with me and that I am aware it will be placed in my official personnel file. I understand my signature does not necessarily indicate agreement. I also understand I have ten (10) working days to respond to any material in this report and that my response will be attached to this report.</i></p>					
Evaluative's Signature	Date	Comments			
<input type="checkbox"/> Evaluation Committee Summary	<input type="checkbox"/> Portfolio Review Comments (including Goals and Accomplishments)	<input type="checkbox"/> Observations by Peers and Supervisor	<input type="checkbox"/> Student Evaluation Summary	<input type="checkbox"/> Faculty Service Surveys	<input type="checkbox"/> Administrative Assessment
<input type="checkbox"/> Remediation Plan (Mode "A" only, if appropriate; Form R-1/FT)			<input type="checkbox"/> Other _____		
Vice President's Signature	Date	Comments			
College President's or Designee's Signature	Date	Comments			
Chancellor's or Designee's Signature	Date	Comments			



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Article 6 - Form B/FT

- Bakersfield College
 Cerro Coso College
 Porterville College

KCCD Full-time Faculty Evaluation Materials Review and Classroom Instruction Observation

Evaluatee		Evaluator	
Course	CRN	Date	
Topic for the Day			
<input type="checkbox"/> Mode A Year 1	<input type="checkbox"/> Mode A Year 2	<input type="checkbox"/> Mode A Year 3	<input type="checkbox"/> Mode A Year 4
<input type="checkbox"/> Mode B	<input type="checkbox"/> Mode C	<input type="checkbox"/> Temporary Faculty	<input type="checkbox"/> COF Faculty

Materials Review

The evaluatee will provide the class materials to the evaluators.

Each evaluator should review a different class syllabus and samples of class materials (where applicable) using the criteria below. Evaluators should review the curriculum document of record relevant to the course materials. The following items should be referred to objectively.

Materials Review:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Course Organization:						
1. The syllabus describes the course content.	O	O	O	O	O	
2. The syllabus includes an outline or calendar of topics to be covered, in a logical sequence.	O	O	O	O	O	
3. Time given to course topics and assignments is appropriate.	O	O	O	O	O	
4. The syllabus effectively describes student assignments, grading criteria, course policies.	O	O	O	O	O	
5. The faculty member's expectations and policies are appropriate for the course level.	O	O	O	O	O	
6. The syllabus states availability of accommodations for students with disabilities.	O	O	O	O	O	
7. The assignments and assessment activities reflect course goals.	O	O	O	O	O	

Summary Comments of Materials Review:

Classroom Instruction Observation

Each evaluator should observe a class session and evaluate the following aspects of the learning environment. The following items should be referred to objectively during the observation. If the observation does not include all of the items, use the "Unable to Assess" item.

Classroom Instruction Observation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Activity shows clear signs of planning and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Multiple instructional elements (e.g. lecture, handouts, technology) are used, if appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. When multiple instructional elements are used, they are effectively integrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Class time is used effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Faculty creates a learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Presentation is clear, and transitions between topics are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Behaviors:						
7. Delivery is effective and understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Faculty maintains effective eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Oral delivery is clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Rate and tone of oral delivery are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Faculty exhibits a poised demeanor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Faculty is enthusiastic about course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Language used is understandable and at the appropriate level for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Faculty and Student Rapport:						
14. Faculty treats students equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Students are attentive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Questions are encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Questions are answered clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Faculty and students demonstrate respect for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

B/FT Faculty Materials Review and Classroom Instruction Observation (continued)

Classroom Instruction Observation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Professional Expertise:						
19. Faculty demonstrates adequate and up-to-date knowledge of the topics presented.	O	O	O	O	O	
20. Material is appropriate for setting and course level.	O	O	O	O	O	

21. What specific strengths did you identify in this instructor?

22. Please list any specific changes needed to strengthen this instructor's effectiveness.

23. List any other suggestions for improvement.

24. Other comments or suggestions?



Materials Review and Classroom Instruction Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
-----------------------	------



Thank you for your participation.



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Article 6 - Form C/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Materials Review and Online Instruction Observation

Evaluee		Evaluator	
Course	CRN	Date	
Topic for the Day			
<input type="checkbox"/> Mode A Year 1	<input type="checkbox"/> Mode A Year 2	<input type="checkbox"/> Mode A Year 3	<input type="checkbox"/> Mode A Year 4
<input type="checkbox"/> Mode B	<input type="checkbox"/> Mode C	<input type="checkbox"/> Temporary Faculty	<input type="checkbox"/> COF Faculty

Materials Review

The evaluee will provide the class materials to the evaluators.

Each evaluator should review a different class syllabus and samples of class materials (where applicable) using the criteria below. Evaluators should review the curriculum document of record relevant to the course materials. The following items should be referred to objectively.

Materials Review:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Course Organization:						
1. The syllabus describes the course content.	O	O	O	O	O	
2. The syllabus includes an outline or calendar of topics to be covered, in a logical sequence.	O	O	O	O	O	
3. Time given to course topics and assignments is appropriate.	O	O	O	O	O	
4. The syllabus effectively describes student assignments, grading criteria, course policies.	O	O	O	O	O	
5. The faculty member's expectations and policies are appropriate for the course level.	O	O	O	O	O	
6. The syllabus states availability of accommodations for students with disabilities.	O	O	O	O	O	
7. The assignments and assessment activities reflect course goals.	O	O	O	O	O	

Summary Comments of Materials Review:

C/FT Faculty Materials Review and Online Instruction Observation (continued)

Online Instruction Observation

Each evaluator should observe the course web site and evaluate the following aspects of the learning environment. The following items should be referred to objectively during the observation. If the observation does not include all of the items, use the "Unable to Assess" item.

Online Instruction Observation	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Site materials show clear signs of planning and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Site contains multiple instructional elements (text, graphics, links, media, chat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. The site materials are easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Content is presented in an effective, understandable manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Behaviors:						
5. Content delivery is clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Language used is understandable and at appropriate level for the student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Faculty and Student Rapport:						
7. Faculty treats students equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Faculty provides adequate opportunity for communication with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. The faculty member has offered course materials in a way that offers reasonable accommodation to students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Professional Expertise:						
10. Faculty demonstrates adequate, up-to-date, knowledge of the topics presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Material is appropriate for setting and course level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Site materials utilize appropriate vocabulary and grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

13. What specific strengths did you identify in this instructor?

14. Please list any specific changes needed to strengthen this instructor's effectiveness.

C/FT Faculty Materials Review and Online Instruction Observation (continued)

15. List any other suggestions for improvement.

16. Other comments or suggestions?

Materials Review and On-line Instruction Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
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2100 Chester Avenue
 Bakersfield, CA 93301-4099
 (661) 336-5100

Article 6 - Form E/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Student Evaluation for Instructional Faculty

Instructor's Name		
Course	CRN	Date

This information is confidential and your responses will be anonymous. *FILL IN THE ENTIRE CIRCLE THAT CORRESPONDS TO YOUR ANSWER FOR EACH QUESTION. ERASE MARKS COMPLETELY TO MAKE A CHANGE.*

	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. The instructor's syllabus explains course objectives and grading criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor clearly states the course expectations and student responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor clearly communicates dates and directions for assignments and tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor demonstrates knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor encourages questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor answers questions effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor encourages participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor is enthusiastic about the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor encourages creative and/or critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor creates a positive environment for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor uses technology that is appropriate for this type of course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor presents material in a variety of ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor explains concepts clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor encourages me to be responsible for my own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The instructor grades the assignments for all students in a fair and consistent manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The instructor returns exams and assignments in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The instructor provides useful feedback on exams and assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E/FT Faculty Student Evaluation for Instructional Faculty (continued)

	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
18. The instructor is available during office hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The instructor treats me courteously and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The instructor demonstrates respect for individuals, regardless of their cultural background, ethnicity, race, gender, religion, disability, age, sexual orientation, or socioeconomic status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I would recommend this instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to courses you have taken here, or at other colleges, rate the following items in this course with regard to:	Much higher than other courses	Higher than other courses	The same as other courses	Lower than other courses	Much lower than other courses	No other college courses completed
22. Expectations for student work are:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Quality of instructor feedback is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS SECTION

24. What specific changes could this instructor make to help future students succeed in this course?

25. List specific course activities that have helped you learn the most.

26. Other comments?

Thank you for your participation.



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 (661) 336-5100

Article 6 - Form F/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Student Evaluation for On-Line Instructional Faculty

Instructor's Name		
Course	CRN	Date

This information is confidential and your responses will be anonymous. Your student identification number will not be submitted with the form, it is only a check to confirm that you are a student in the class.

SELECT THE CIRCLE THAT CORRESPONDS TO YOUR ANSWER FOR EACH QUESTION.

	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. The instructor's syllabus adequately explains course objectives and grading criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor clearly states the course expectations and student responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor clearly communicates dates and directions for assignments and tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor demonstrates knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor encourages questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor answers questions effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor encourages participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor is enthusiastic about the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor encourages creative and/or critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor creates a positive environment for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor uses technology that is appropriate for this type of course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor presents material in a variety of ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor explains concepts clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor encourages me to be responsible for my own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The instructor grades the assignments for all students in a fair and consistent manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The instructor returns exams and assignments in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The instructor provides useful feedback on exams and assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F/FT Faculty Student Evaluation for On-Line Instructional Faculty (continued)

	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
18. The instructor is available during office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The instructor treats me courteously and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The instructor demonstrates respect for individuals, regardless of their cultural background, ethnicity, race, gender, religion, disability, age, sexual orientation, or socioeconomic status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The course web pages are easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The instructor answered my questions in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I would recommend this instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to courses you have taken here, or at other colleges, rate the following items in this course with regard to:	Much Higher than other courses	Higher than other courses	The same as other courses	Lower than other courses	Much Lower than other courses	No other college courses completed
24. Expectations for student work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Quality of instructor feedback is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS SECTION

26. What specific changes could this instructor make to help future students succeed in this course?

27. List specific course activities that have helped you learn the most.

28. Other comments.

Thank you for your participation.



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 (661) 336-5100

Article 6 - Form G/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Materials Review and Open Lab Activity Observation

Evaluatee	Evaluator
Type of Session	Date
<input type="checkbox"/> Mode A Year 1 <input type="checkbox"/> Mode A Year 2 <input type="checkbox"/> Mode A Year 3 <input type="checkbox"/> Mode A Year 4 <input type="checkbox"/> Mode B <input type="checkbox"/> Mode C <input type="checkbox"/> Temporary Faculty <input type="checkbox"/> COF Faculty	

Choose One:

- This faculty member **is not** responsible for development of course materials (Skip Materials Review section)
- This faculty member **is** responsible for development of course materials (Complete Materials Review section)

Materials Review

The evaluatee will provide the class materials to the evaluators.

Each evaluator should review a different class syllabus and samples of class materials (where applicable) using the criteria below. Evaluators should review the curriculum document of record relevant to the course materials. The following items should be referred to objectively.

Materials Review:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Course Organization:						
1. The syllabus describes the course content.	○	○	○	○	○	
2. The syllabus includes an outline or calendar of topics to be covered, in a logical sequence.	○	○	○	○	○	
3. Time given to course topics and assignments is appropriate.	○	○	○	○	○	
4. The syllabus effectively describes student assignments, grading criteria, course policies.	○	○	○	○	○	
5. The faculty member's expectations and policies are appropriate for the course level.	○	○	○	○	○	
6. The syllabus states availability of accommodations for students with disabilities.	○	○	○	○	○	
7. The assignments and assessment activities reflect course goals.	○	○	○	○	○	

Summary Comments of Materials Review:

G/FT Faculty Materials Review and Open Lab Activity Observation (continued)

Open Lab Activity Observation

The following items should be referred to objectively during observation. If the observation does not include all of the items, use the "Unable to Assess" item.

Open Lab Activity Observation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Activity shows clear signs of planning and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Multiple informative elements (i.e.. discussion, handouts, technology) are used, if appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. When multiple informative elements are used, they are effectively integrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Time is used effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Faculty member maintains learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Presentation is clear, and transitions between topics are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Behaviors:						
7. Delivery is effective and understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Faculty maintains effective eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Oral delivery is clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Rate and tone of oral delivery are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Faculty exhibits a poised demeanor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Faculty member is enthusiastic and excited about his/her professional assignment and content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

G/FT Faculty Materials Review and Open Lab Activity Observation (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
13. Language used is understandable and appropriate level for the student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Faculty and Student Rapport:						
14. Faculty member is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Faculty treats students equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Questions are encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Questions are answered clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Faculty member and student(s) demonstrate respect for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Professional Expertise:						
19. Faculty member demonstrates adequate, up-to-date knowledge of the topics discussed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20. Material is appropriate for setting and student level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

21. What specific strengths did you identify in this faculty member?

22. Please list any specific changes needed to strengthen this faculty member's effectiveness.

23. List any other suggestions for improvement.

24. Other comments or suggestions?

G/FT Faculty Materials Review and Open Lab Activity Observation (continued)



Materials Review and Open Lab Activity Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
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Thank you for your participation.



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 Bakersfield, CA 93301-4099
 (661) 336-5100

Article 6 - Form H/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Student Evaluation for Open Lab Faculty

Instructor's Name		
Course	CRN	Date

*Please fill out this brief, anonymous survey and return it to _____
 This information is confidential and your responses will be anonymous. FILL IN THE ENTIRE CIRCLE THAT CORRESPONDS TO YOUR ANSWER FOR EACH QUESTION. ERASE MARKS COMPLETELY TO MAKE A CHANGE.*

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not applicable
1. The instructor was familiar with the content of the course in which I am enrolled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor exhibited good communication and listening skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor used sufficient examples to help get the points across.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor emphasized points in a way that will help me remember them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor encouraged questions and answered them clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor provided information in a clear and understandable manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor offered alternative learning methods to help me meet the course goals when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor respects diverse cultural backgrounds and students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor treated me with courtesy and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I would feel comfortable seeking this instructor's help again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS SECTION

11. What specific changes could this instructor make to help future students succeed in this course?

12. List specific course activities that have helped you learn the most.

13. Other comments.

Thank you for your participation.



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Article 6 - Form I/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Student Consent Form for Observation of Faculty/Student Interaction

The following faculty member, _____, is currently undergoing an evaluation process, and needs to be observed while performing professional duties, including individualized meetings with students. You have been chosen to participate as a student who may allow this observation to take place during your meeting today.

I, _____, extend to the Faculty Evaluation Team my permission to observe a meeting between me and _____ as it relates to his/her faculty evaluation. I understand that all information about me will be held in strict confidence, and that I am free to revoke this consent at any time.

Permission to observe:

Signed: _____ Date: _____

Permission denied or revoked:

Signed: _____ Date: _____



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 (661) 336-5100

Article 6 - Form J/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Observation for Counseling/Non-Instruction Activity

Evaluatee	Evaluator
Type of Session	Date
<input type="checkbox"/> Mode A Year 1 <input type="checkbox"/> Mode A Year 2 <input type="checkbox"/> Mode A Year 3 <input type="checkbox"/> Mode A Year 4 <input type="checkbox"/> Mode B <input type="checkbox"/> Temporary Faculty <input type="checkbox"/> COF Faculty	

The following items should be referred to objectively after observing the faculty member in the activity indicated above. In some circumstances observation will not include all of the items; at this time you should use the "Unable to Assess" choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Activity shows clear signs of planning and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Multiple informative elements (i.e. discussion, handouts, technology) are used, if appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. When multiple informative elements are used, they are effectively integrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Time is used effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Faculty member maintains learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Presentation is clear, and transitions between topics are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Behaviors:						
7. Delivery is effective and understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Faculty maintains effective eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Oral delivery is clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Rate and tone of oral delivery are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Faculty exhibits a poised demeanor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Faculty member is enthusiastic and excited about his/her professional assignment and content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

J/FT Faculty Observation for Counseling/Non-Instructional Activity (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
13. Language used is understandable and appropriate level for the student.	O	O	O	O	O	
Faculty and Student Rapport:						
14. Faculty member is approachable.	O	O	O	O	O	
15. Faculty treats student(s) equitably.	O	O	O	O	O	
16. Faculty member discusses academic needs, goals, information, and ideas with student(s).	O	O	O	O	O	
17. Questions are encouraged.	O	O	O	O	O	
18. Questions are answered clearly.	O	O	O	O	O	
19. Faculty member and student(s) demonstrate respect for each other.	O	O	O	O	O	
Professional Expertise:						
20. Faculty member demonstrates adequate, up-to-date knowledge of the topics discussed.	O	O	O	O	O	
21. Material is appropriate for setting and student level.	O	O	O	O	O	

22. What specific strengths did you identify in this faculty member?

23. Please list any specific changes needed to strengthen this faculty member's effectiveness.

24. List any other suggestions for improvement.

25. Other comments or suggestions?

J/FT Faculty Observation for Counseling/Non-Instructional Activity (continued)



Overall Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
-----------------------	------



Thank you for your participation.



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 (661) 336-5100

Article 6 - Form K/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Student Evaluation for Counseling Faculty

Faculty's Name	Date
Faculty's Role	

Please fill out this brief, anonymous survey and return it to _____. Do not include your name and please do not fold this page.

FILL IN THE ENTIRE CIRCLE THAT CORRESPONDS TO YOUR ANSWER FOR EACH QUESTION. ERASE MARKS
Please indicate how much you agree or disagree with each of the following statements regarding today's counseling session.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. The counselor is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The counselor conducted the session in a professional manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The counselor exhibited good communication and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The counselor is organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The counselor is knowledgeable about programs, services, and transfer requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The counselor demonstrates concern for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The counselor helps me reach my educational goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I believe the counselor is concerned with my success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The counselor treated me with courtesy and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Information was provided in a clear and understandable manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I would recommend this counselor to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In the space below, please add any relevant comments that you have regarding your experiences with this counselor.

Thank you for your participation.



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Article 6 - Form L/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation
Student Evaluation for Non-Instructional Faculty

Faculty's Name	Date
Faculty's Role	

This is an anonymous form; do not write your name on it.

Please fill out this brief, anonymous survey and return it to _____

In my experience this Faculty member:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
1. Conducted the session in a professional manner.	O	O	O	O	O	O
2. Exhibited good communication skills.	O	O	O	O	O	O
3. Demonstrated concern for me.	O	O	O	O	O	O
4. Provided information in a clear and understandable manner.	O	O	O	O	O	O
5. Demonstrated respect toward me.	O	O	O	O	O	O
6. Conducted the session in an organized and efficient manner.	O	O	O	O	O	O

7. What specific changes could this instructor make to help future students succeed?

8. List specific activities that have helped you the most.

9. Please share any other comments you may have.

Thank you for your participation.



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Article 6 - Form M/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Observation for Library Faculty

Evaluatee	Evaluator
Date	Check the activity below that was observed: <input type="checkbox"/> Student Interaction <input type="checkbox"/> Workshop <input type="checkbox"/> Orientation <input type="checkbox"/> Other _____

The following items should be referred to objectively after observing the faculty member in the activity indicated above. In some circumstances observation will not include all of the items; at this time you should use the "Unable to Assess" choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Reference assistance/one-on-one library instruction:						
1. Determines student's research needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Gives clear and thorough instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Demonstrates currency & knowledge of library resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Uses appropriate sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Group instruction:						
5. Presents material effectively using varied formats.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Content is well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Material appropriate to group or assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Interactions with students:						
8. Approachable/friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Treats students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Provides opportunity for questions and student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Respects diverse cultural backgrounds and students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Professional assignments:						
12. Completes assignments on schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Implements projects that contribute to library development (booklists, reclassification, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M/FT Faculty Observation for Library Faculty (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
14. Participates in collection development.	O	O	O	O	O	
15. Demonstrates currency and depth of knowledge in librarianship.	O	O	O	O	O	
16. Shares in departmental workload.	O	O	O	O	O	
17. Participates on campus committees and governance.	O	O	O	O	O	
18. Works with faculty in developing library activities.	O	O	O	O	O	
19. Acts as a library liaison to assigned departments.	O	O	O	O	O	
20. Participates in offsite activities that promote the library.	O	O	O	O	O	

21. What specific strengths did you identify in this faculty member?

22. Please list any specific changes needed to strengthen this faculty member's effectiveness.

23. List any other suggestions for improvement.

24. Other comments or suggestions?



Overall Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
-----------------------	------



Thank you for your participation.



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Article 6 - Form N/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Student Evaluation for Library Faculty

Librarian's Name	Date
------------------	------

Please fill out this brief, anonymous survey and return it to _____

Please indicate how much you agree or disagree with each of the following statements regarding your experience in the library.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
1. The librarian was helpful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Information was provided in a clear and understandable manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I was satisfied with the service the librarian gave me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I would ask for help from this librarian again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The librarian was interested in explaining how to use the library resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. This experience has made me want to learn more about the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I felt the librarian treated me with courtesy and respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What did the librarian do that helped you?

9. What, if anything, could they have done to help you more?

Thank you for your participation in this survey.



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Article 6 - Form O/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

Full-time Faculty Evaluation Faculty Director Evaluation

Evaluee	Evaluator	Date
Evaluee Job Title		

Rate the performance for each responsibility identified with regard to the director's job description. In some circumstances the responsibility may not apply or you may not be able to assess it. In this circumstance, please rate the item as "Not Applicable/Unable to Assess."

	Strongly Agree	Agree	Not Applicable/ Unable to Assess	Disagree	Strongly Disagree
Leadership:					
1. Serves as the primary communicator for the area of responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Encourages area faculty and staff participation in college governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Maintains cooperative working relationships within the campus and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Identifies student needs and recommends strategies for meeting identified needs, in collaboration with area faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Develops and follows area procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Encourages area participation in grant, special project, and categorical activities, where appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Conducts meetings for the area of responsibility as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum and Programs:					
8. Encourages and supports curriculum development and innovation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Coordinates the preparation and review of new course outlines and catalog information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Implements curriculum review/renewal process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Implements and participates in program review process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Develops area schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

O/FT Faculty, Faculty Director Evaluation (continued)

	Strongly Agree	Agree	Not Applicable/ Unable to Assess	Disagree	Strongly Disagree
13. Participates in articulation.	O	O	O	O	O
14. Participates in Educational Master Plan development.	O	O	O	O	O
15. Monitors student enrollment and implements appropriate measures.	O	O	O	O	O
Personnel:					
16. Participates in recruiting and selecting area faculty and staff.	O	O	O	O	O
17. Coordinates area orientation for new faculty and staff.	O	O	O	O	O
18. Participates in area faculty evaluations.	O	O	O	O	O
19. Coordinates area adjunct faculty evaluations.	O	O	O	O	O
20. Participates in area staff evaluations.	O	O	O	O	O
21. Participates in the resolution of conflicts between faculty, staff, and students.	O	O	O	O	O
Fiscal:					
22. Develops area budget collaboratively.	O	O	O	O	O
23. Manages area budget.	O	O	O	O	O
24. Advocates for the area in the development of the college budget.	O	O	O	O	O
25. Advocate for funding from external agencies, where appropriate.					
Administrative:					
26. Works to promote area instructional and student services programs.	O	O	O	O	O
27. Ensures, where applicable, that advisory committees are formed, convened, and have appropriate community and college representation.	O	O	O	O	O
28. Monitors operations and physical resources.	O	O	O	O	O
29. Oversees inventory and equipment lists.	O	O	O	O	O
30. Meets prescribed faculty director timelines.	O	O	O	O	O
31. Meets prescribed timelines for reports to external agencies.	O	O	O	O	O

Please complete the open ended questions on the next page.

O/FT Faculty, Faculty Director Evaluation (continued)

32. What specific strengths did you identify in this faculty director?

33. Please list any specific changes needed to strengthen this faculty director's effectiveness.

34. List any other suggestions for improvement.

35. Other comments or suggestions?

Overall Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
-----------------------	------

Thank you for your participation.



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Article 6 - Form P/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Faculty Service Survey

Faculty/Community To:	Leadership Position
From: Faculty Evaluation Committee	Date
Subject: Faculty Service Evaluation	
Evaluation of Faculty Service For	Dates of Services Beginning _____ Ending _____

*The faculty evaluation committee is currently evaluating _____. The evaluation committee would like to ask your help in assessing his/her contribution to the KCCD community from the unique perspective you provide in the capacity listed above. Responses in any or all of the following categories are optional. Please return this form to the person who sent it to you.
 Thanks for your help!*

	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
1. Attends meetings of the above group regularly	O	O	O	O	O
2. Contributes to the overall efficacy of the above group.	O	O	O	O	O
3. Deals in a professional manner with colleagues.	O	O	O	O	O

4. What positive contributions has this individual made?

5. What, if anything, could this person do to contribute more?

Comments (feel free to attach additional comments)

Signature	Date
Position	

Thank you for your participation in this survey.



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Article 6 - Form Q/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Administrative Assessment Review

Evaluatee		Date		
Department/Division/Area		Educational Administrator		
<input type="checkbox"/> Mode A Year 1		<input type="checkbox"/> Mode A Year 2		<input type="checkbox"/> Mode A Year 3
<input type="checkbox"/> Mode B		<input type="checkbox"/> Temporary Faculty		<input type="checkbox"/> Mode A Year 4
<input type="checkbox"/> COF Faculty				
Evaluation Categories	Satisfactory	Requires Improvement	Unsatisfactory	Remarks or suggestions for improvement (Required for any area evaluated as "Requires Improvement" or "Unsatisfactory")
A. Adheres to district & campus policies				
B. Makes self available to students and colleagues				
C. Communicates with students and staff in a professional manner				
D. Is prompt and timely regarding meetings, deadlines and responsiveness to others				
E. Participates in department and campus activities				
F. (For applicable programs only) Complies with any vocational or licensing board mandates.				
GENERAL COMMENTS:				
Educational Administrator's Signature			Date	
Title				



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Article 6 - Form R-1/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Mode A Remediation Plan

Faculty Member's Name	Date
Assigned Department/Program	

Enumerated Deficiencies:

Remediation Plan and Timeline:

Measures for determining performance improvement:

List the agreed upon evaluation instruments to be used.

- Student Evaluation
- Peer or Administrative Observation
- Other (specify) _____

Committee Signatures (developed in consultation with committee and evaluatee)			
Faculty Chair	Date	Faculty Evaluator (<i>department/division chosen</i>)	Date
Faculty Evaluator (<i>evaluatee chosen</i>)	Date	Educational Administrator	Date
<i>I certify that this remediation plan has been discussed with me and that I am aware it will be placed in my official personnel file. I understand my signature does not necessarily indicate agreement. I also understand I have ten (10) working days to respond to any material in this report and that my response will be attached to this report.</i>			
Evaluatee Signature	Date	Comments	



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Article 6 - Form R-2/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Mode A Remediation Plan Report

Summarize the evidence from the remediation plan.

Committee Recommendation upon conclusion

- Retain due to successful remediation
- Terminate

Committee Signatures

Faculty Chair Signature	Date	Faculty Evaluator <i>(department/division chosen)</i>	Date
Faculty Evaluator Signature <i>(evaluee chosen)</i>	Date		
Educational Administrator	Date		
<i>I certify that this report has been discussed with me and that I am aware it will be placed in my official personnel file. I understand my signature does not necessarily indicate agreement. I also understand I have ten (10) working days to respond to any material in this report and that my response will be attached to this report.</i>			
Evaluee Signature	Date	Comments	
Educational Administrator Signature	Date	Comments	
College President or Designee Signature	Date	Comments	
Chancellor/Designee Signature	Date	Comments	



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Article 6 - Form S-1/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Mode C Remediation Plan

Faculty Member's Name	Date
Assigned Department/Program	

Enumerated Deficiencies:

Remediation Plan and Timeline:

Measures for determining performance improvement:

List the agreed upon evaluation instruments to be used.

- Student Evaluation
- Peer or Administrative Observation
- Other (specify) _____

Committee Signatures (developed in consultation with committee and evaluatee)

Faculty Chair	Date	Faculty Evaluator (<i>faculty chair chosen</i>)	Date
Faculty Evaluator (<i>evaluatee chosen</i>)	Date	Evaluatee	Date
Educational Administrator	Date	Approval of Plan by the Vice President	Date



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Article 6 - Form S-2/FT

- Bakersfield College
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- Porterville College

KCCD Full-time Faculty Evaluation Mode C Remediation Plan Report

Summarize the evidence from the remediation plan.

Committee Recommendation upon conclusion

- Retain due to successful remediation**
- Terminate**

Committee Signatures

Faculty Chair	Date	Faculty Evaluator <i>(faculty chair chosen)</i>	Date
Faculty Evaluator <i>(evaluee chosen)</i>	Date		
Educational Administrator	Date	Approval of Plan by Vice President	Date

I certify that this report has been discussed with me and that I am aware it will be placed in my official personnel file. I understand my signature does not necessarily indicate agreement. I also understand I have ten (10) working days to respond to any material in this report and that my response will be attached to this report.

Evaluee Signature	Date	Comments
Educational Administrator Signature	Date	Comments
College President or Designee Signature	Date	Comments
Chancellor/Designee Signature	Date	Comments

ARTICLE SEVEN - EVALUATION OF ADJUNCT FACULTY

(This article applies to adjunct faculty only.)

A. Purpose

Quality faculty are essential to the academic excellence of an institution. Therefore, it is a mutual expectation of faculty and administration that regular and on-going feedback be provided to faculty regarding job performance.

To ensure that quality teaching and support services remain the core ingredients in undergraduate education, the adjunct faculty evaluation process assesses the performance of the full scope of all assigned duties according to the job assignment and relevant professional standards. The evaluation process identifies and validates strengths, identifies areas needing improvement, and suggests areas for growth. The process also provides a basis for retention decisions.

B. Requirements

1. Uniform and Consistent: There shall be a uniform and consistent evaluation policy for all adjunct faculty as specified in the procedures and forms within this Agreement.
2. Truthful and Accurate: Evaluation information shall be truthful and shall not include unsubstantiated information, including rumors, gossip, or anonymous information of any kind. Information shall not be obtained through the use of sources such as electronic media, listening or recording devices without the written permission of the adjunct faculty member.
3. Limited to Contractual Duties: Adjunct faculty will be evaluated only on contractual duties.
4. Based on Performance not Technology: A distinction shall be made between adjunct faculty performance and technological failure. Malfunctions of instructional equipment shall not adversely affect the evaluation.
5. Timely: All participants are cognizant of the importance of immediate formative feedback and are committed to providing feedback rapidly and completing the process in a timely manner.
6. Content is not Grievable: The content of evaluations collected in a manner consistent with this Article shall not be grievable.

Article 7 (continued)

C. Process

1. Criteria: Because adjunct faculty assignments are diverse, evaluation criteria appropriate to the assignment shall be used as specified in the procedures and forms within this Agreement.

These criteria include:

- a. Discipline Knowledge
- b. Creation and Facilitation of the Learning Environment
- c. Individual Professional Responsibility
- d. Effective Teaching Methods

2. Timelines:

First semester adjunct faculty members will be evaluated during their first semester assigned at a college (designated as ADJ-1) and again one to two semesters later (ADJ-2), based on the decision of the committee. Upon completion of the second evaluation, the adjunct faculty member will be designated as ADJ-3. A “satisfactory” evaluation rating after the second evaluation or any future evaluations results in placement on an ongoing three year evaluation cycle. A “needs improvement” evaluation rating on any evaluation results in another evaluation the following semester.

During an evaluation, student evaluations will occur in every section taught by an adjunct faculty member. Peer observations will occur in every section taught by ADJ-1 and ADJ-2 faculty. Peer observations for ADJ-3 faculty will occur in one section, mutually agreed upon by the adjunct faculty member and the faculty chair/designee. The evaluation will optimally occur between weeks 5-8 in semester length courses. In courses that run less than a full semester, the evaluation will occur approximately 35% of the way through the course.

Upon completion of the evaluation, the evaluator will make a recommendation, based on the ratings in Article 7.C.4, either to retain or not retain the faculty member within the adjunct hiring pool.

In the case of an observation rating of “unsatisfactory,” the adjunct faculty member, who may consult CCA, will be observed again by a tenured faculty member chosen by the evaluatee, and the educational administrator. Where there are not sufficient department/program area members to conduct the observations, the evaluatee may choose a tenured faculty member from a related discipline. The evaluation will be completed by the end of the semester.

For disciplines with state licensing board requirements, additional evaluations may be conducted as required by the licensing board.

A decision regarding retention within the hiring pool will be made after the committee evaluation.

Article 7 (continued)

3. Components: The purpose of the multiple components listed below is to get data from a variety of perspectives for diverse faculty assignments. Every effort should be made to integrate the data in its entirety in contrast to overemphasizing any individual component.
 - a. Peer and Administrative Materials Review and Classroom Observations: Announced and scheduled observations by committee members of adjunct faculty work and interaction with students. For ADJ-1 and ADJ-2, observations should be made of all instructional, counseling and library assignments. For ADJ-3, the faculty chair or designee shall observe one assignment, mutually agreed upon with the evaluatee. (Forms appropriate to adjunct assignment; see Checklist in Article 7 Appendix.)
 - b. Student Evaluations: Evaluative reviews by students about interactions with the evaluatee conducting various duties, such as teaching, counseling, library, and other support services. (Forms appropriate to assignment; see Checklist in Article 7 Appendix)
 - c. Administrative Assessment Review: Evaluative review by Educational Administrator. (Form Q/ADJ.)
 - d. Faculty Service Survey: Assesses the evaluatee's contribution to the KCCD community from the unique perspective of peers outside the discipline area or in the community, concerning faculty service. (Form P/ADJ; all adjunct faculty with non-instructional duties that have no student contact hours, other optional.)
 - e. Evaluation Summary: Chair/designee or committee, as appropriate, develops the Evaluation Summary based upon data from the evaluation process and the elements of the evaluation packet. The narrative summary should include an assessment of the syllabi, observations and student surveys. The committee's recommendation may include a minority report.
 - f. Evaluation Summary Meeting: Meeting to clarify the Evaluation Summary, recognize faculty strengths, suggest areas for improvement and development, and inform the evaluatee of the committee recommendation. Committee members and evaluatee sign form A/ADJ no later than the end of the term of evaluation.

4. Ratings
 - a. Satisfactory: In the case of a re-evaluation report of "satisfactory," the employee will be retained within the hiring pool.
 - b. Needs to Improve: In the case of an evaluation report of "needs to improve," any recommendation for reappointment shall be given with specific recommendations for improvement. This rating will result in a follow-up evaluation the following semester.

Article 7 (continued)

- c. Unsatisfactory: In the case of an evaluation report of “unsatisfactory,” the adjunct faculty member will not be eligible for rehire.

5. Participants

a. The Evaluation Committee

- 1) Faculty Chair will complete the following or designate another tenured faculty member to do so:
 - Make arrangements for observation dates
 - Complete the observations and observation forms appropriate to assignment
 - Give the evaluatee timely feedback upon completion of the observation
 - Arrange for additional observations as required by Article 7.C.2
 - Develop Evaluation Summary (except in the event of an unsatisfactory observation) and make a recommendation based upon data from the evaluation process. Summary may include a minority report.
 - Sign the final report
- 2) Educational Administrator will:
 - Complete administrative assessment form Q/ADJ
 - In the event of an unsatisfactory observation or a special evaluation Complete the observations and observation forms appropriate to the assignment
 - Coordinate the evaluation committee as it jointly completes the Evaluation Summary, based upon the majority opinion of the group.
 - Types summary report
 - Sign the final report
- 3) Tenured faculty member chosen by chair/designee (in the event the adjunct faculty member has multiple assignments to be observed, and at the discretion of the chair/designee) will:
 - Make arrangements for observation dates
 - Complete the observations and observation forms appropriate to assignment
 - Give the evaluatee timely feedback upon completion of the observation
 - Sign the final report
- 4) Tenured faculty member chosen by evaluatee in the event of an unsatisfactory observation or special evaluation) will:
 - Make arrangements for observation dates
 - Complete the observations and observation forms appropriate to assignment
 - Give the evaluatee timely feedback upon completion of the observation
 - Sign the final report

Article 7 (continued):

- b. Evaluatee will:
- Provide his/her Faculty Chair with the following prior to the observations:
 - Syllabi, including grading procedures, for courses taught in the current semester
 - Samples of assignments/assessment activities for each learning environment that will be evaluated
 - Provide course materials for evaluation
 - When appropriate, send out faculty service survey to individuals the evaluatee chooses, with instructions to return the form to the Educational Administrator
- D. Special Adjunct Evaluation: If in the College President's judgment circumstances warrant evaluation other than the normal cycle, he or she may declare a Special Evaluation. At that time the College President shall enumerate and describe the reasons for the Special Evaluation in writing to the faculty member. The College President shall provide notice to the Association President that a Special Evaluation has been declared.
1. Committee: Within two (2) weeks of the receipt of the notification letter by the evaluatee, a committee composed of one (1) educational administrator appointed by the College President or designee and two (2) tenured faculty members shall be appointed. The faculty members on the committee shall include the faculty chair or designee and one (1) member chosen by the evaluatee in consultation with the Association President or designee. In the event that the Special Evaluation is declared near the end of the term, the committee members will be appointed the first two (2) weeks of the next semester.
 2. Evaluation tools used to determine satisfactory progress may include but not be limited to:
 - Student Evaluation--at the suggestion of either the committee or the evaluatee, a standardized student evaluation or specialized student evaluation focusing on areas of deficiency
 - Performance Observation--at the discretion of the Educational Administrator or at the election of the evaluatee, observations of performance by the evaluation committee
 - Other Elements--at the election of the evaluatee or the committee, other evaluation elements appropriate to teaching or non-teaching assignments with focus on deficiencies
 3. Upon completion of this evaluation, the evaluation committee will make a recommendation, based on the ratings in Article 7.C.4., either to retain or not retain the faculty member within the adjunct hiring pool.

Article Seven Appendix

Article Seven Appendix

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Checklist of Adjunct Faculty Evaluation Guidelines and Forms

Adjunct Faculty evaluation teams will use the following two (2) required guidelines and forms:

- Form A/ADJ Adjunct Faculty Evaluation Coversheet
- Form Q/ADJ: Administrative Assessment Review

Below is a checklist of the additional forms that should be included according to the adjunct faculty assignment.

Instructional Faculty

- B/ADJ: Materials Review and Classroom Instruction Observation
- E/ADJ: Student Evaluation for Instructional Faculty

Instructional Faculty - Open Lab

- G/ADJ: Materials Review and Open Lab Activity Observation
- H/ADJ: Student Evaluation for Open Lab Faculty

Instructional Faculty - Clinical

- B2/ADJ: Observation for Clinical Instruction
- E2/ADJ: Student Evaluation for Clinical Faculty

Instructional Faculty - On-line

- C/ADJ: Materials Review and On-line instruction Observation
- F/ADJ: Student Evaluation for On-line Instructional Faculty

Non-Instructional Faculty with Student Contact Hours

- L/ADJ: Student Evaluation for Non-Instructional Faculty
- J/ADJ: Observation for Counseling/Non-Instructional Faculty
- I/ADJ: Student Consent Form for Observation of Faculty/Student Interaction
- K/ADJ: Student Evaluation for Counseling Faculty

Non-Instructional Faculty without Student Contact Hours

- P/ADJ: Faculty Service Surveys that reflect the full range for faculty service

Library Faculty/Non-Instructional

- M/ADJ: Observation form for Library Faculty
- N/ADJ: Student Evaluation for Library Faculty

Counseling/Non-Instructional Faculty

- I/ADJ: Student Consent Form for Observation of Faculty/Student Interaction
- J/ADJ: Observation for Counseling/Non-Instructional Activity
- K/ADJ: Student Evaluation for Counseling Faculty

Faculty with Director Responsibilities

- O/ADJ: Faculty Director Evaluation

Remediation

- R-1/ADJ: Special Evaluation Plan
- R-2/ADJ: Special Evaluation Plan Report

Examples of Faculty with Multiple Assignments

Library Faculty/Instructional

- B/ADJ: Materials Review and Classroom Instruction Observation
- E/ADJ: Student Evaluation for Instructional Faculty
- M/ADJ: Observation form for Library Faculty
- N/ADJ: Student Evaluation for Library Faculty

Counseling Faculty/Instructional

- B/ADJ: Materials Review and Classroom Instruction Observation
- E/ADJ: Student Evaluation for Instructional Faculty
- J/ADJ: Observation for Counseling/Non-Instructional Faculty
- K/ADJ: Student Evaluation for Counseling Faculty
- I/ADJ: Student Consent Form for Observation of Faculty/Student Interaction



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Article 7 - Form A/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

Adjunct Faculty Evaluation Cover Sheet

Name of Faculty Member			Year _____ <input type="checkbox"/> Fall <input type="checkbox"/> Spring
Department/Division/Program Area			Total Number of Pages (including cover sheet)
<input type="checkbox"/> ADJ-1	<input type="checkbox"/> ADJ-2	<input type="checkbox"/> ADJ-3	<input type="checkbox"/> Special
			<input type="checkbox"/> Follow-up evaluation (due to rating of "needs improvement" in previous semester)
Committee Commendation: Recommended as a model for other faculty in the following area(s).			
<input type="checkbox"/> Discipline Knowledge <input type="checkbox"/> Effective Teaching Methods <input type="checkbox"/> Effective Use of Technology <input type="checkbox"/> Institutional Participation		<input type="checkbox"/> Facilitating the Learning Environment <input type="checkbox"/> Student Advisement/Counseling <input type="checkbox"/> Special Student Needs <input type="checkbox"/> Other _____	
Performance Summary			
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Committee Member			
Faculty Chair/designee (<i>print</i>)		(<i>Signature</i>)	Date
Additional Faculty (Chair chosen, if appropriate) (<i>print</i>)		(<i>Signature</i>)	Date
Faculty (evaluee chosen, if appropriate) (<i>print</i>)		(<i>Signature</i>)	Date
Educational Administrator (<i>print</i>)		(<i>Signature</i>)	Date
<p><i>I certify that this report has been discussed with me and that I am aware it will be placed in my official personnel file. I understand my signature does not necessarily indicate agreement. I also understand I have ten (10) working days to respond to any material in this report and that my response will be attached to this report.</i></p>			
Evaluated's Signature		Date	Comments
Evaluation Packet Contents			
Please include, in order: <input type="checkbox"/> Evaluation Committee Summary <input type="checkbox"/> Observations by Peers and Supervisor <input type="checkbox"/> Student Evaluations		<input type="checkbox"/> Administrative Assessment <input type="checkbox"/> Faculty Service Surveys <input type="checkbox"/> Other _____	
Vice President's Signature		Date	Comments



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Article 7 - Form B/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Materials Review and Classroom Instruction Observation

Evaluee		Evaluator	
Course	CRN	Date	
Topic for the Day			

Materials Review

The evaluee will provide the class materials to the evaluators.

Each evaluator should review a different class syllabus and samples of class materials (where applicable) using the criteria below. Evaluators should review the curriculum document of record relevant to the course materials. The following items should be referred to objectively.

Materials Review:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Course Organization:						
1. The syllabus describes the course content.	O	O	O	O	O	
2. The syllabus includes an outline or calendar of topics to be covered, in a logical sequence.	O	O	O	O	O	
3. Time given to course topics and assignments is appropriate.	O	O	O	O	O	
4. The syllabus effectively describes student assignments, grading criteria, course policies.	O	O	O	O	O	
5. The faculty member's expectations and policies are appropriate for the course level.	O	O	O	O	O	
6. The syllabus states availability of accommodations for students with disabilities.	O	O	O	O	O	
7. The assignments and assessment activities reflect course goals.	O	O	O	O	O	

Summary Comments of Materials Review:

B/ADJ Faculty Materials Review and Classroom Instruction Observation (continued)

Classroom Instruction Observation

Each evaluator should observe a class session and evaluate the following aspects of the learning environment. The following items should be referred to objectively during the observation. If the observation does not include all of the items use the "Unable to Assess" item.

Classroom Instruction Observation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Activity shows clear signs of planning and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Multiple instructional elements (e.g. lecture, handouts, technology) are used, if appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. When multiple instructional elements are used, they are effectively integrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Class time is used effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Faculty creates a learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Presentation is clear, and transitions between topics are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Behaviors:						
7. Delivery is effective and understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Faculty maintains effective eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Oral delivery is clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Rate and tone of oral delivery are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Faculty exhibits a poised demeanor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Faculty is enthusiastic about course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Language used is understandable and at the appropriate level for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Faculty and Student Rapport:						
14. Faculty treats students equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Students are attentive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Questions are encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Questions are answered clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Faculty and students demonstrate respect for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

B/ADJ Faculty Materials Review and Classroom Instruction Observation (continued)

Classroom Instruction Observation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Professional Expertise:						
19. Faculty demonstrates adequate and up-to-date knowledge of the topics presented.	O	O	O	O	O	
20. Material is appropriate for setting and course level.	O	O	O	O	O	

21. What specific strengths did you identify in this instructor?

22. Please list any specific changes needed to strengthen this instructor's effectiveness.

23. List any other suggestions for improvement.

24. Other comments or suggestions?



Materials Review and Classroom Instruction Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
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Thank you for your participation.



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Article 7 - Form B2/ADJ

- Bakersfield College
 Cerro Coso College
 Porterville College

KCCD Adjunct Faculty Evaluation Observation for Clinical Instruction

(Registered Nursing, Vocational Nursing, Nurse Assistant, Radiologic Technology, Psychiatric Technician and
 Emergency Medical Technician-1 Programs)

Evaluatee		Evaluator	
Course	CRN	Date	
Topic for the Day			

Please observe a class session and evaluate the following aspects of the learning environment. The following items should be referred to objectively during the observation. In some circumstances observation will not include all of the items; at this time you should use the "Unable to Assess" choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Activity shows clear signs of planning and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Class time is used effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Faculty creates a learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Behaviors:						
4. Communication is effective and understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Faculty maintains effective eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Faculty exhibits a poised demeanor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Faculty handles difficult situations appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Faculty is enthusiastic about course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Interaction with the student is at the appropriate level for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Faculty and Student Rapport:						
10. Faculty treats students equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Students are attentive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Questions are encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Questions are answered clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14. Faculty and students demonstrate respect for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

B2/ADJ Faculty Observation for Clinical Instruction (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Professional Expertise:						
15. Faculty demonstrates adequate and up-to-date knowledge of the topics presented.	O	O	O	O	O	
16. Material is appropriate for setting and course level.	O	O	O	O	O	
17. Faculty serves as a positive role model in the clinical setting.	O	O	O	O	O	
18. Faculty follows course syllabi and program policies.	O	O	O	O	O	

19. What specific strengths did you identify in this instructor?

20. Please list any specific changes needed to strengthen this instructor's effectiveness.

21. List any other suggestions for improvement.

22. Other comments or suggestions?



Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
-----------------------	------



Thank you for your participation.



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Article 7 - Form C/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Materials Review and On-line Instruction Observation

Evaluee		Evaluator	
Course	CRN	Date	
Topic for the Day			

Materials Review
The evaluee will provide the class materials to the evaluators.

Each evaluator should review a different class syllabus and samples of class materials (where applicable) using the criteria below. Evaluators should review the curriculum document of record relevant to the course materials. The following items should be referred to objectively.

Materials Review:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Course Organization:						
1. The syllabus describes the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. The syllabus includes an outline or calendar of topics to be covered, in a logical sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Time given to course topics and assignments is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. The syllabus effectively describes student assignments, grading criteria, course policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. The faculty member's expectations and policies are appropriate for the course level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. The syllabus states availability of accommodations for students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. The assignments and assessment activities reflect course goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Summary Comments of Materials Review:

C/ADJ Faculty Materials Review and On-line Instruction Observation (continued)

Online Instruction Observation

Each evaluator should observe the course web site and evaluate the following aspects of the learning environment. The following items should be referred to objectively during the observation. If the observation does not include all of the items, use the "Unable to Assess" item.

Online Instruction Observation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Site materials show clear signs of planning and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Site contains multiple instructional elements (text, graphics, links, media, chat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. The site materials are easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Content is presented in an effective, understandable manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Behaviors:						
5. Content delivery is clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Language used is understandable and at appropriate level for the student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Faculty and Student Rapport:						
7. Faculty treats students equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Faculty provides adequate opportunity for communication with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. The faculty member has offered course materials in a way that offers reasonable accommodation to students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Professional Expertise:						
10. Faculty demonstrates adequate, up-to-date, knowledge of the topics presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Material is appropriate for setting and course level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Site materials utilize appropriate vocabulary and grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

13. What specific strengths did you identify in this instructor?

14. Please list any specific changes needed to strengthen this instructor's effectiveness.

C/ADJ Faculty Materials Review and On-line Instruction Observation (continued)

15. List any other suggestions for improvement.

16. Other comments or suggestions?



Materials Review and On-line Instruction Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
-----------------------	------



Thank you for your participation.



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Article 7 - Form E/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Student Evaluation for Instructional Faculty

Instructor's Name		
Course	CRN	Date

This information is confidential and your responses will be anonymous. *FILL IN THE ENTIRE CIRCLE THAT CORRESPONDS TO YOUR ANSWER FOR EACH QUESTION. ERASE MARKS COMPLETELY TO MAKE A CHANGE.*

	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. The instructor's syllabus explains course objectives and grading criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor clearly states the course expectations and student responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor clearly communicates dates and directions for assignments and tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor demonstrates knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor encourages questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor answers questions effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor encourages participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor is enthusiastic about the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor encourages creative and/or critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor creates a positive environment for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor uses technology that is appropriate for this type of course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor presents material in a variety of ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor explains concepts clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor encourages me to be responsible for my own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The instructor grades the assignments for all students in a fair and consistent manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The instructor returns exams and assignments in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The instructor provides useful feedback on exams and assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E/ADJ Faculty Student Evaluation for Instructional Faculty (continued)

	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
18. The instructor treats me courteously and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The instructor demonstrates respect for individuals, regardless of their cultural background, ethnicity, race, gender, religion, disability, age, sexual orientation, or socioeconomic status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I would recommend this instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to courses you have taken here, or at other colleges, rate the following items in this course with regard to:	Much higher than other courses	Higher than other courses	The same as other courses	Lower than other courses	Much lower than other courses	No other college courses completed
21. Expectations for student work are:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Quality of instructor feedback is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS SECTION

23. What specific changes could this instructor make to help future students succeed in this course?

24. List specific course activities that have helped you learn the most.

25. Other comments?

Thank you for your participation.



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Article 7 - Form E2/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation
Student Evaluation for Clinical Instructional Faculty
 (Registered Nursing, Vocational Nursing, Nurse Assistant, Radiologic Technology, Psychiatric Technician,
 and Emergency Medical Technician-1 Programs)

Instructor's Name		
Course	CRN	Date

This information is confidential and your responses will be anonymous. *FILL IN THE ENTIRE CIRCLE THAT CORRESPONDS TO YOUR ANSWER FOR EACH QUESTION. ERASE MARKS COMPLETELY TO MAKE A CHANGE.*

	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. The instructor's clinical materials explains clinic objectives and grading criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor is familiar with the content of the course						
3. The instructor clearly states the clinical expectations and student responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor clearly communicates dates and directions for assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor demonstrates knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor answers questions effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor encourages participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor is enthusiastic about the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor encourages students to ask questions and to express their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor creates a positive environment for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor uses technology that is appropriate for the clinical setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor explains concepts clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor encourages me to be responsible for my own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor grades the assignments for all students in a fair and consistent manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The instructor returns assignments in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The instructor provides useful feedback on assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E2/ADJ Faculty Student Evaluation for Clinical Instructional Faculty

	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
17. The instructor treats me courteously and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The instructor demonstrates respect for individuals, regardless of their cultural background, ethnicity, race, gender, religion, disability, age, sexual orientation, or socioeconomic status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I would recommend this instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to courses you have taken here, or at other colleges, rate the following items in this course with regard to:	Much higher than other courses	Higher than other courses	The same as other courses	Lower than other courses	Much lower than other courses	No other college courses completed
20. Expectations for student work are:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Quality of instructor feedback is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS SECTION

22. List specific changes this instructor could make to help future students succeed in this course.

23. List specific clinical activities that have helped you learn the most.

24. Other comments?

Thank you for your participation.



2100 Chester Avenue
 Bakersfield, CA 93301-4099
 (661) 336-5100

Article 7 - Form F/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Student Evaluation for On Line Instructional Faculty

Instructor's Name		
Course	CRN	Date

This information is confidential and your responses will be anonymous. Your student identification number will not be submitted with the form, it is only a check to confirm that you are a student in the class.

SELECT THE CIRCLE THAT CORRESPONDS TO YOUR ANSWER FOR EACH QUESTION.

	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. The instructor's syllabus adequately explains course objectives and grading criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor clearly states the course expectations and student responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor clearly communicates dates and directions for assignments and tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor demonstrates knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor encourages questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor answers questions effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor encourages participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor is enthusiastic about the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor encourages creative and/or critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor creates a positive environment for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor uses technology that is appropriate for this type of course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor presents material in a variety of ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor explains concepts clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor encourages me to be responsible for my own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The instructor grades the assignments for all students in a fair and consistent manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The instructor returns exams and assignments in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The instructor provides useful feedback on exams and assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F/ADJ Faculty Student Evaluation for On-Line Instructional Faculty (continued)

	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
18. The instructor treats me courteously and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The instructor demonstrates respect for individuals, regardless of their cultural background, ethnicity, race, gender, religion, disability, age, sexual orientation, or socioeconomic status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The course web pages are easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The instructor answered my questions in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I would recommend this instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to courses you have taken here, or at other colleges, rate the following items in this course with regard to:	Much Higher than other courses	Higher than other courses	The same as other courses	Lower than other courses	Much Lower than other courses	No other college courses completed
23. Expectations for student work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Quality of instructor feedback is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS SECTION

25. What specific changes could this instructor make to help future students succeed in this course?

26. List specific course activities that have helped you learn the most.

27. Other comments.

Thank you for your participation.



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Article 7 - Form G/ADJ

- Bakersfield College
 Cerro Coso College
 Porterville College

KCCD Adjunct Faculty Evaluation Materials Review and Open Lab Activity Observation

Evaluatee	Evaluator	
Type of Session	Date	

Choose One:

- This faculty member **is not** responsible for development of course materials (Skip Materials Review section)
 This faculty member **is** responsible for development of course materials (Complete Materials Review section)

Materials Review

The evaluatee will provide the class materials to the evaluators.

Each evaluator should review a different class syllabus and samples of class materials (where applicable) using the criteria below. Evaluators should review the curriculum document of record relevant to the course materials. The following items should be referred to objectively.

Materials Review:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Course Organization:						
1. The syllabus describes the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. The syllabus includes an outline or calendar of topics to be covered, in a logical sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Time given to course topics and assignments is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. The syllabus effectively describes student assignments, grading criteria, course policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. The faculty member's expectations and policies are appropriate for the course level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. The syllabus states availability of accommodations for students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. The assignments and assessment activities reflect course goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Summary Comments of Materials Review:

G/ADJ Faculty Materials Review and Open Lab Activity Observation (continued)

Open Lab Activity Observation

The following items should be referred to objectively during the observation. If the observation does not include all of the items, use the "Unable to Assess item."

Open Lab Activity Observation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Activity shows clear signs of planning and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Multiple informative elements (i.e.. discussion, handouts, technology) are used, if appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. When multiple informative elements are used, they are effectively integrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Time is used effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Faculty member maintains learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Presentation is clear, and transitions between topics are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Behaviors:						
7. Delivery is effective and understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Faculty maintains effective eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Oral delivery is clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Rate and tone of oral delivery are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Faculty exhibits a poised demeanor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Faculty member is enthusiastic and excited about his/her professional assignment and content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

G/ADJ Faculty Materials Review and Open Lab Activity Observation (continued)

Open Lab Activity Observation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
13. Language used is understandable and appropriate level for the student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Faculty and Student Rapport:						
14. Faculty member is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Faculty treats students equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Questions are encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Questions are answered clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Faculty member and student(s) demonstrate respect for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Professional Expertise:						
19. Faculty member demonstrates adequate, up-to-date knowledge of the topics discussed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20. Material is appropriate for setting and student level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

21. What specific strengths did you identify in this faculty member?

22. Please list any specific changes needed to strengthen this faculty member's effectiveness.

23. List any other suggestions for improvement.

24. Other comments or suggestions?

G/ADJ Faculty Materials Review and Open Lab Activity Observation (continued)



Materials Review and Open Lab Activity Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
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Thank you for your participation.



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Article 7 - Form H/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Student Evaluation for Open Lab Faculty

Instructor's Name		
Course	CRN	Date

*Please fill out this brief, anonymous survey and return to _____
 This information is confidential and your responses will be anonymous. FILL IN THE ENTIRE CIRCLE THAT CORRESPONDS TO YOUR ANSWER FOR EACH QUESTION. ERASE MARKS COMPLETELY TO MAKE A CHANGE.*

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not applicable
1. The instructor was familiar with the content of the course in which I am enrolled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor exhibited good communication and listening skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor used sufficient examples to help get the points across.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor emphasized points in a way that will help me remember them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor encouraged questions and answered them clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor provided information in a clear and understandable manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor offered alternative learning methods to help me meet the course goals when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor respects diverse cultural backgrounds and students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor treated me with courtesy and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I would feel comfortable seeking this instructor's help again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS SECTION

11. What specific changes could this instructor make to help future students succeed in this course?

12. List specific course activities that have helped you learn the most.

13. Other comments.

Thank you for your participation.



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Article 7 - Form I/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Student Consent Form for Observation of Faculty/Student Interaction

The following adjunct faculty member, _____, is currently undergoing an evaluation process, and needs to be observed while performing professional duties, including individualized meetings with students. You have been chosen to participate as a student who may allow this observation to take place during your meeting today.

I, _____, extend to the Adjunct Faculty Evaluation Team my permission to observe a meeting between me and _____ as it relates to his/her adjunct faculty evaluation. I understand that all information about me will be held in strict confidence, and that I am free to revoke this consent at any time.

Permission to observe:

Signed: _____ Date: _____

Permission denied or revoked:

Signed: _____ Date: _____



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Article 7 - Form J/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Observation for Counseling/Non-Instruction Activity

Evaluatee	Evaluator
Type of Session	Date

The following items should be referred to objectively after observing the faculty member in the activity indicated above. In some circumstances observation will not include all of the items; at this time you should use the "Unable to Assess" choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Activity shows clear signs of planning and organization.	O	O	O	O	O	
2. Multiple informative elements (i.e., discussion, handouts, technology) are used, if appropriate.	O	O	O	O	O	
3. When multiple informative elements are used, they are effectively integrated.	O	O	O	O	O	
4. Time is used effectively.	O	O	O	O	O	
5. Faculty member maintains learning environment.	O	O	O	O	O	
6. Presentation is clear, and transitions between topics are effective.	O	O	O	O	O	
Behaviors:						
7. Delivery is effective and understandable.	O	O	O	O	O	
8. Faculty maintains effective eye contact.	O	O	O	O	O	
9. Oral delivery is clear and easy to follow.	O	O	O	O	O	
10. Rate and tone of oral delivery are effective.	O	O	O	O	O	
11. Faculty exhibits a poised demeanor.	O	O	O	O	O	
12. Faculty member is enthusiastic and excited about his/her professional assignment and content.	O	O	O	O	O	

J/ADJ Faculty Observation for Counseling/Non-Instructional Activity (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
13. Language used is understandable and appropriate level for the student.	O	O	O	O	O	
Faculty and Student Rapport:						
14. Faculty member is approachable.	O	O	O	O	O	
15. Faculty treats student(s) equitably.	O	O	O	O	O	
16. Faculty member discusses academic needs, goals, information, and ideas with student(s).	O	O	O	O	O	
17. Questions are encouraged.	O	O	O	O	O	
18. Questions are answered clearly.	O	O	O	O	O	
19. Faculty member and student(s) demonstrate respect for each other.	O	O	O	O	O	
Professional Expertise:						
20. Faculty member demonstrates adequate, up-to-date knowledge of the topics discussed.	O	O	O	O	O	
21. Material is appropriate for setting and student level.	O	O	O	O	O	

22. What specific strengths did you identify in this faculty member?

23. Please list any specific changes needed to strengthen this faculty member's effectiveness.

24. List any other suggestions for improvement.

24. Other comments or suggestions?

J/ADJ Faculty Observation for Counseling/Non-Instructional Activity (continued)



Overall Observation Assessment

Satisfactory

Needs Improvement

Unsatisfactory

Evaluator's Signature	Date
-----------------------	------



Thank you for your participation.



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 (661) 336-5100

Article 7 - Form K/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Student Evaluation for Counseling Faculty

Faculty's Name	Date
Faculty's Role	

Please fill out this brief, anonymous survey and return it to _____. Do not include your name and please do not fold this page.

FILL IN THE ENTIRE CIRCLE THAT CORRESPONDS TO YOUR ANSWER FOR EACH QUESTION. ERASE MARKS
Please indicate how much you agree or disagree with each of the following statements regarding today's counseling session.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. The counselor is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The counselor conducted the session in a professional manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The counselor exhibited good communication and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The counselor is organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The counselor is knowledgeable about programs, services, and transfer requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The counselor demonstrates concern for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The counselor helps me reach my educational goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I believe the counselor is concerned with my success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The counselor treated me with courtesy and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Information was provided in a clear and understandable manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I would recommend this counselor to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In the space below, please add any relevant comments that you have regarding your experiences with this counselor.

Thank you for your participation.



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Article 7 - Form L/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Student Evaluation for Non-Instructional Faculty

Faculty's Name	Date
Faculty's Role	

This is an anonymous form, do not write your name on it.

Please fill out this brief, anonymous survey and return it to _____

In my experience this Faculty member:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
1. Conducted the session in a professional manner.	O	O	O	O	O	O
2. Exhibited good communication skills.	O	O	O	O	O	O
3. Demonstrated concern for me.	O	O	O	O	O	O
4. Provided information in a clear and understandable manner.	O	O	O	O	O	O
5. Demonstrated respect toward me.	O	O	O	O	O	O
6. Conducted the session in an organized and efficient manner.	O	O	O	O	O	O

7. What specific changes could this instructor make to help future students succeed?

8. List specific activities that have helped you the most.

9. Please share any other comments you may have.

Thank you for your participation.



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 (661) 336-5100

Article 7 - Form M/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Observation for Library Faculty

Evaluatee	Evaluator
Date	Check the activity below that was observed: <input type="checkbox"/> Student Interaction <input type="checkbox"/> Workshop <input type="checkbox"/> Orientation <input type="checkbox"/> Other _____

The following items should be referred to objectively after observing the faculty member in the activity indicated above. In some circumstances observation will not include all of the items; at this time you should use the "Unable to Assess" choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Reference assistance/one-on-one library instruction:						
1. Determines student's research needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Gives clear and thorough instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Demonstrates currency & knowledge of library resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Uses appropriate sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Group instruction:						
5. Presents material effectively using varied formats.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Content is well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Material appropriate to group or assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Interactions with students:						
8. Approachable/friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Treats students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Provides opportunity for questions and student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Respects diverse cultural backgrounds and students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Professional assignments:						
12. Completes assignments on schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Implements projects that contribute to library development (booklists, reclassification, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

M/ADJ Faculty Observation for Library Faculty (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
14. Participates in collection development.	O	O	O	O	O	
15. Demonstrates currency and depth of knowledge in librarianship.	O	O	O	O	O	
16. Shares in departmental workload.	O	O	O	O	O	
17. Participates on campus committees and governance.	O	O	O	O	O	
18. Works with faculty in developing library activities.	O	O	O	O	O	
19. Acts as a library liaison to assigned departments.	O	O	O	O	O	
20. Participates in offsite activities that promote the library.	O	O	O	O	O	

21. What specific strengths did you identify in this faculty member?

22. Please list any specific changes needed to strengthen this faculty member's effectiveness.

23. List any other suggestions for improvement.

24. Other comments or suggestions?



Overall Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date



Thank you for your participation.



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Article 7 - Form N/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Student Evaluation for Library Faculty

Librarian's Name	Date
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Please fill out this brief, anonymous survey and return it to _____

Please indicate how much you agree or disagree with each of the following statements regarding your experience in the library.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
1. The librarian was helpful to me.	O	O	O	O	O	O
2. Information was provided in a clear and understandable manner.	O	O	O	O	O	O
3. I was satisfied with the service the librarian gave me.	O	O	O	O	O	O
4. I would ask for help from this librarian again.	O	O	O	O	O	O
5. The librarian was interested in explaining how to use the library resources.	O	O	O	O	O	O
6. This experience has made me want to learn more about the library.	O	O	O	O	O	O
7. I felt the librarian treated me with courtesy and respect	O	O	O	O	O	O

8. What did the librarian do that helped you?

9. What, if anything, could they have done to help you more?

Thank you for your participation in this survey.



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Article 7 - Form O/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

Adjunct Faculty Evaluation Faculty Director Evaluation

Evaluatee	Evaluator	Date
Evaluatee Job Title		

Rate the performance for each responsibility identified with regard to the director's job description. In some circumstances the responsibility may not apply or you may not be able to assess it. In this circumstance, please rate the item as "Not Applicable/Unable to Assess."

	Strongly Agree	Agree	Not Applicable/ Unable to Assess	Disagree	Strongly Disagree
Leadership:					
1. Serves as the primary communicator for the area of responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Encourages area faculty and staff participation in college governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Maintains cooperative working relationships within the campus and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Identifies student needs and recommends strategies for meeting identified needs, in collaboration with area faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Develops and follows area procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Encourages area participation in grant, special project, and categorical activities, where appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Conducts meetings for the area of responsibility as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum and Programs:					
8. Encourages and supports curriculum development and innovation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Coordinates the preparation and review of new course outlines and catalog information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Implements curriculum review/renewal process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Implements and participates in program review process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Develops area schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

O/ADJ Faculty, Faculty Director Evaluation (continued)

	Strongly Agree	Agree	Not Applicable/ Unable to Assess	Disagree	Strongly Disagree
13. Participates in articulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Participates in Educational Master Plan development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Monitors student enrollment and implements appropriate measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel:					
16. Participates in recruiting and selecting area faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Coordinates area orientation for new faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Participates in area faculty evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Coordinates area adjunct faculty evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Participates in area staff evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Participates in the resolution of conflicts between faculty, staff, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fiscal:					
22. Develops area budget collaboratively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Manages area budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Advocates for the area in the development of the college budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Advocate for funding from external agencies, where appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative:					
26. Works to promote area instructional and student services programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Ensures, where applicable, that advisory committees are formed, convened, and have appropriate community and college representation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Monitors operations and physical resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Oversees inventory and equipment lists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Meets prescribed faculty director timelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Meets prescribed timelines for reports to external agencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please complete the open ended questions on the next page.

O/ADJ Faculty, Faculty Director Evaluation (continued)

32. What specific strengths did you identify in this faculty director?

33. Please list any specific changes needed to strengthen this faculty director's effectiveness.

34. List any other suggestions for improvement.

35. Other comments or suggestions?

Overall Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
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Thank you for your participation.



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Article 7 - Form P/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Faculty Service Survey

Faculty/Community To:	Leadership Position
From: Adjunct Faculty Evaluation Committee	Date
Subject: Adjunct Faculty Service Evaluation	
Evaluation of Adjunct Faculty Service For	Dates of Services Beginning _____ Ending _____

*The adjunct faculty evaluation committee is currently evaluating _____. The evaluation committee would like to ask your help in assessing his/her contribution to the KCCD community from the unique perspective you provide in the capacity listed above. Responses in any or all of the following categories are optional. Please return this form to the person who sent it to you.
 Thanks for your help!*

	Strongly Agree	Agree	Disagree	Strongly disagree	Not Applicable
1. Attends meetings of the above group regularly.	O	O	O	O	O
2. Contributes to the overall efficacy of the above group.	O	O	O	O	O
3. Deals in a professional manner with colleagues.	O	O	O	O	O

4. What positive contributions has this individual made?

5. What, if anything, could this person do to contribute more?

Comments (feel free to attach additional comments)

Adjunct Faculty's Signature	Date
Position	

Thank you for your participation in this survey.



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Article 7 - Form Q/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Administrative Assessment Review

Evaluatee				Date
Department/Division/Area			Educational Administrator	
Evaluation Categories	Satis- factory	Requires Improve- ment	Unsatis- factory	Remarks or suggestions for improvement (Required for any area evaluated as "Requires Improvement" or "Unsatisfactory")
A. Adheres to district & campus policies				
B. Responds to students and colleagues in a timely manner				
C. Communicates with students and staff in a professional manner				
D. (For applicable programs only) Complies with any vocational or licensing board mandates.				
GENERAL COMMENTS:				
Educational Administrator's Signature				Date
Title				



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Article 7 - Form R-1/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Special Evaluation Plan

Faculty Member's Name	Date
Assigned Department/Program	

Enumerated Deficiencies:

Special Plan and Timeline

Measures for determining performance improvement

List the agreed upon evaluation instruments to be used.

- Student Evaluation
- Observation
- Other (specify)

Committee Signatures (developed in consultation with committee and evaluatee)

Faculty Chair/Designee	Date	Faculty Evaluator (<i>department/division chosen</i>)	Date
Faculty Evaluator (<i>evaluatee chosen</i>)	Date	Educational Administrator/Designee	Date
<p><i>I certify that this special evaluation plan has been discussed with me and that I am aware it will be placed in my official personnel file. I understand my signature does not necessarily indicate agreement. I also understand I have ten (10) working days to respond to any material in this report and that my response will be attached to this report.</i></p>			
Evaluatee Signature	Date	Comments	



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Article 7 - Form R-2/ADJ

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Adjunct Faculty Evaluation Special Evaluation Plan Report

Summarize the evidence from the special evaluation plan.

Committee Recommendation upon conclusion of the special evaluation.

- Re-hire**
- Not Re-hire**

Committee Signatures

Faculty Chair/Designee	Date	Faculty Evaluator <i>(department/division chosen)</i>	Date
Faculty Evaluator <i>(valuee chosen)</i>	Date		
Educational Administrator	Date		
<i>I certify that this report has been discussed with me and that I am aware it will be placed in my official personnel file. I understand my signature does not necessarily indicate agreement. I also understand I have ten (10) working days to respond to any material in this report and that my response will be attached to this report.</i>			
Valuee Signature	Date	Comments	
Educational Administrator Signature	Date	Comments	
Vice President or Designee Signature	Date	Comments	
College President or Designee Signature	Date	Comments	
Chancellor/Designee Signature	Date	Comments	

ARTICLE EIGHT - FACULTY ASSIGNMENT

- A. The College President and/or designee shall determine the assignment for each faculty member to meet students' needs. The right of assignment shall not supersede any other protection guaranteed under this agreement.
- B. The annual lecture hour equivalent (LHE) load for faculty shall be thirty (30). A semester LHE shall be fifteen (15).

To determine load add the decimal equivalent for each load type. A full semester load equals one.

15 Base	18 Base	20 Base
.5/15 = .033	.5/18 = .028	.5/20 = .025
1.0/15 = .067	1.0/18 = .056	1.0/20 = .050
1.5/15 = .100	1.5/18 = .083	1.5/20 = .075
2.0/15 = .133	2.0/18 = .111	2.0/20 = .100
2.5/15 = .167	2.5/18 = .139	2.5/20 = .125
3.0/15 = .200	3.0/18 = .167	3.0/20 = .150
3.5/15 = .233	4.0/18 = .222	4.0/20 = .200
4.0/15 = .267	5.0/18 = .278	5.0/20 = .250
4.5/15 = .300	6.0/18 = .333	6.0/20 = .300
5.0/15 = .333	7.0/18 = .389	7.0/20 = .350
6.0/15 = .400	8.0/18 = .444	8.0/20 = .400
7.0/15 = .467	9.0/18 = .500	9.0/20 = .450
8.0/15 = .533	10.0/18 = .556	10.0/20 = .500
9.0/15 = .600		
10.0/15 = .667		
11.0/15 = .733		
12.0/15 = .800		
13.0/15 = .867		
14.0/15 = .933		
15.0/15 = 1.000		

Article 8 (continued)

25 Base	30 Base	40 Base
.5/25 = .020	1.0/30 = .033	.5/40 = .013
1.0/25 = .040	2.0/30 = .067	1.0/40 = .025
1.5/25 = .060	3.0/30 = .100	1.5/40 = .038
2.0/25 = .080	4.0/30 = .133	2.0/40 = .050
2.5/25 = .100	5.0/30 = .167	2.5/40 = .063
3.0/25 = .120	6.0/30 = .200	3.0/40 = .075
3.5/25 = .140	7.0/30 = .233	4.0/40 = .100
4.0/25 = .160	8.0/30 = .267	5.0/40 = .125
4.5/25 = .180	9.0/30 = .300	6.0/40 = .150
5.0/25 = .200	10.0/30 = .333	7.0/40 = .175
6.0/25 = .240		8.0/40 = .200
7.0/25 = .280		9.0/40 = .225
8.0/25 = .320		10.0/40 = .250
9.0/25 = .360		
10.0/25 = .400		

Article 8 (continued)

The types of assignment and weekly faculty contact hours follow:

Types of Assignment	Semester Weekly Faculty Contact Hours
A. Lecture, Lecture/Discussion, Laboratory	15
B. LVN/RN/Psychiatric Technician Clinic	18
C. Physical Education Activity	20
D. Non-Credit (No FTES)	25
E. Open Lab/Lab Supervision/Radiologic Technologist Clinic	30
F. Student Learning Support (e.g., Learning Disabilities Specialist, Counselors, Librarians, and Assistive Technology Specialists)	30
G. Faculty Support/Administrative Duties (e.g., Chairs, Directors, Institutional Researchers, and Instructional Technology Specialists)	40

- C. Faculty assignment adjustments shall be made with mutual agreement between the educational administrator and the faculty member.
1. A faculty member shall not be required to teach overload.
 2. For the purposes of calculating load, a full-time faculty SEMESTER load equals 1.0. However, loads falling between .97 and 1.03 (inclusive) will not need adjustment in that semester or any subsequent semester. For the purposes of calculating load, a full-time faculty ANNUAL load equals 2.0. However, loads falling between 1.94 and 2.05 (inclusive) for an academic year will not need adjustment.
 - a. A semester load in excess of 1.03 may be adjusted by a load reduction in any of the subsequent two (2) semesters or by compensation at the overload rate at the discretion of the faculty member. If compensation is the chosen option, then overload pay will be calculated for any load above 1.0.

Article 8 (continued)

D. Load Adjustments:

1. Large Class Size and Combined Lectures

- a. Sections scheduled to accommodate large size classes shall be loaded as follows:
 - Minimum of sixty-five (65) (85 Instructional televised courses) students = 1.5 times normal load credit
 - Minimum of eighty-five (85) (110 Instructional televised courses) students = 2.0 times normal load credit
 - b. No more than double credit will be allowed, unless approved by the College President.
 - c. Only one oversized class will be allowed, unless approved by the College President.
 - d. Changes made in class size after scheduling is complete must be approved by the College President or designee.
 - e. When the lecture portion of two or more classes requiring both lecture and lab are combined into one lecture session, one-half (1/2) hour of additional lecture load will be given.
 - Either the large class size policy or the lecture combination policy will apply, whichever yields the greatest load credit.
 - f. For the purpose of load adjustment, the class size, as referenced in **Article 8.D.1**, shall be computed at the twenty percent (20%) date of the class, or in the case of a positive attendance class at the midpoint.
 - g. By mutual agreement between the educational administrator and faculty member, a reader or instructional assistant may be provided in-lieu of additional load credit.
2. One additional hour of load credit will be granted for the courses referenced below, provided readers are not used:
- English composition course(s) which singularly or together meet the CSU and/or UC lower division composition requirement, (i.e., English 101A and 101B at Porterville College, English C101 at Cerro Coso College and Bakersfield College.) **OR**
 - The preparatory course one level below the CSU and/or UC transfer level composition course.

Article 8 (continued)

3. Designated coordinators of self-paced classes in an open-entry/open-exit environment shall receive an assignment of twenty percent (20%) of load for coordination duties. These duties may be performed at a time and location that are mutually agreed upon between the faculty member and the academic administrator.
- E. Work Experience coordination shall be loaded in accordance with the District Work Experience Plan.
- F. Maximum and minimum class sizes will be determined by the College President or designee after consultation with faculty chairs.
- Class size decisions at each campus shall be made in a fair and consistent manner based on pedagogical and enrollment management considerations.
- G. The College President and/or designee may schedule faculty weekday and/or evening assignments as part of a semester load.
1. By written mutual agreement between the College President and/or designee and the faculty member, weekend assignments may be made. An assignment of twenty percent (20%) of load on Saturday shall be considered one work day.
 2. No more than two (2) evenings or one evening and one weekend will be assigned unless requested by the faculty member or as necessary to complete a faculty member's load after exploring alternatives with the faculty member.
 3. The time span for part-of-load from the beginning of instruction to the end of instruction shall be limited to eight (8) hours per day. If the College President determines it to be necessary to exceed the eight-hour (8-hour) time span, the College President shall meet with the faculty member to explain the reasons for the assignment and to explore alternatives.
 4. No faculty member will perform duties at more than one college site on the same day without mutual agreement between the faculty and the administration, except when necessary to make a full load.
- H. Workload determination shall be made by the College President and/or designee during the first two weeks of each semester.

Article 8 (continued)

I. Semester workloads shall not exceed 0.6 above a full load.

Exceptions on a semester-by-semester basis to the above maximum overload amount may be made by written mutual agreement between the faculty member and the College President or designee.

J. Courses remaining without instructors after full-time loads have been assigned shall be first made available to qualified full-time faculty members within the discipline on an overload basis. When full-time faculty schedules have been completed, the remaining unassigned classes shall be made available to part-time faculty. After the class schedule is made available to students, classes may be reassigned to full-time faculty ONLY in cases where the class is needed to complete a full-time load. No classes will be reassigned from part-time to full-time faculty after the second week of a semester-length class, or the 13% date of a less-than-semester-length class.

K. The number of academic preparations should not exceed three per semester except in the following situations:

- Upon instructor request
- To provide for a full teaching load after other alternatives have been exhausted

L. In the event of overloads or underloads, work assignment adjustments shall be made during the current or subsequent academic year unless the employee has elected to bank load according to **Article 13.A.** of this agreement. With mutual agreement between the College President and/or designee and the faculty member, assignment adjustments may be made in intersession. Load adjustments not completed within a two-year (2-year) period and not being banked shall be completed in the subsequent intersession. A faculty member shall not be required to take an overload assignment unless the supervising educational administrator determines that such assignment is necessary to remedy a prior underload assignment.

M. A tenured employee when assigned from a faculty position to an administrative position, or assigned any special or other type of work, or given special classification or designation, shall retain his/her status as a tenured faculty member.

N. **Days and Hours of Work Follow:**

1. The basic faculty assignment in the Kern Community College District is a forty-hour (40-hour) workweek based on a 17.5-week semester length and a one-hundred-seventy-five-day (175-day) academic year. In the case of alternative calendars, the workweek hours shall be adjusted based on the forty (40 hours/week) times 17.5 (weeks/semester) times two (2 semesters/year) standard, for a total of one thousand four hundred (1,400) hours per academic year. One hundred seventy-five (175) days shall be defined as that period between the first instructional day of the fall semester and the last instructional day of the fall semester **plus** the period between the first instructional day of the spring semester and the last instructional day of the spring semester.

Article 8 (continued)

Proposed full-time faculty assignments that vary from the definition of one hundred seventy-five (175) days as indicated above, must still equal one thousand four hundred (1,400) hours and must be mutually agreed to by the faculty member, the Association, and the College President or designee.

2. **Faculty with no reassigned time (including student learning support faculty)**

Seventy-five percent (75%) of the faculty member's workweek hours shall be spent in a combination of student contact and preparation. The remaining twenty-five percent (25%) of workweek hours shall be spent in professional activities, [e.g., office hours, professional development, and meetings (departmental, campus, etc.)]. The number of office hours scheduled for the convenience of students shall be proportional to instructional load. A maximum of five (5) office hours per week shall be scheduled and posted. These hours may be held in the faculty member's office, online, and/or at appropriate District locations. These hours shall reflect the range of delivery modes of the faculty assignment.

3. **Faculty with partial reassigned time**

Seventy-five percent (75%) of the faculty member's non-reassigned workweek hours shall be spent in a combination of student contact and preparation. The remaining twenty-five (25%) of the non-reassigned workweek hours shall be spent in professional activities, [e.g. office hours, professional development, and meetings (departmental, campus, etc.)]. Weekly office hours shall be calculated at teaching part of load times five (5) (rounded to the nearest quarter-hour) and shall be posted and scheduled for the convenience of students. These hours may be held in the faculty member's office, online, and/or at appropriate District locations. These hours shall reflect the range of delivery modes of the faculty assignment. The faculty member's reassigned time shall be spent in administrative/professional development/governance duties.

4. **Faculty with full reassigned time**

One hundred percent (100%) of the faculty member's workweek hours shall be spent in administrative/professional development/governance duties.

5. It is the intent of this section that instructors be available to participate in Department meetings and other committee work as their assignments permit.
6. The scheduling of extra days of service above the basic faculty assignment must be mutually agreed upon by the faculty member and the College President or designee.

Article 8 (continued)

7. Pre-approved compensatory time on an hour-for-hour basis shall be provided for assigned hours in excess of the approved campus workweek for non-teaching assignments. The compensatory hours should be taken within forty-five (45) calendar days, or as soon as possible.

- O. **Optional Reduced Workload Program:** A bargaining unit member may have a reduction in workload from full-time to part-time contractual duties prior to retirement and receive the same service credit toward retirement as would have been received had the employee continued on a full-time basis. See **Article Eight, Appendix A** for the Optional Reduced Workload Agreement form.
 1. The employee must have reached the age of fifty-five (55) years by the start of the semester in which work reduction begins.
 2. The employee must have been employed full-time in a position requiring certification for at least ten (10) years of which the immediately preceding five (5) years were in the Kern Community College District. (See Education Code Section 87483)
 3. The option of reduced workload shall be initiated by a written request from the employee to the President of the College. Such request requires the approval of the College President, the Chancellor, and the Board of Trustees.
 4. The employee is limited to a period of not more than ten (10) years in such part-time status. During this reduced workload period, the option may be revoked or altered only by the mutual consent of the employee and the District.
 5. The employee shall be paid a part-time salary prorated on the basis of the full-time salary for the position in which he/she serves. The employee shall retain special benefits provided for by Board policy in the same manner as a full-time employee.
 6. The minimum assignment shall be half-time. Half-time employment shall be the equivalent of one-half (1/2) the number of days of service required by the employee's contract of employment during his/her last full-time contract. Unpaid status, other than the contracted amount, during a given year may result in State Teachers' Retirement System (STRS) service credit loss.
 7. The District and the employee shall each contribute to the State Teachers' Retirement System the amount that would have been contributed if the employee had continued on a full-time basis. The employee's right to have retirement benefits based on full-time employment is contingent on such contributions.

Article 8 (continued)

8. The assignment shall comply with the requirements for the percentage of part-time service requested by the applicant; however, in the event that the applicant's request cannot be accommodated because it creates unusual or difficult staffing problems, the application can be denied or an alternate assignment can be made and/or the employee may reapply for the program for subsequent years with a plan that fulfills District needs.
 9. All regular duties required of full-time employees in similar assignments shall be performed during the dates the employee is on duty. This includes attendance at District-called meetings, faculty meetings, departmental meetings, and other regularly scheduled College activities. The employee is eligible to serve voluntarily on any committee and retains other privileges of full-time employees.
 10. Duty hours of non-teaching employees shall be arranged in a manner which will most effectively carry out the assignment given the employee.
 11. An employee on a reduced contract will be expected to make all necessary classroom preparations and satisfy office and conference hours beyond the assigned teaching load.
 12. An employee electing to participate in the program is entitled to use the hours of sick leave accumulated while working full-time and shall accumulate, on a pro-rata basis, days of sick leave earned while in the reduced workload program.
 13. Employees on optional reduced workload program status are not eligible for sabbatical leaves.
- P. **Assigned Curriculum Development:** Faculty assigned to develop curriculum shall be compensated by reassigned time, load banking, or overload pay, as determined by the faculty member. Compensation shall be one-half (0.5) lecture hour equivalent (LHE) per unit. (e.g., 3-unit class = 1.5 LHE)
1. Full-time faculty shall be given preference for any curriculum writing assignments.
 2. This assignment shall be on a voluntary basis.
 3. The District's "Curriculum Development Agreement" form (See **Article Eight Appendix B**) must be completed and signed by both parties.

Article Eight Appendix

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<u>Appendix B</u> Assigned Curriculum Development	144



2100 Chester Avenue
 Bakersfield, CA 93301-4099
 (661) 336-5100

Article 8 – Appendix A

- Bakersfield College
- Cerro Coso College
- Porterville College

- Initial Agreement
- Renewal Agreement
- For Academic Year

Optional Reduced Workload Agreement

Note: This agreement must be renewed for each of the five (5) academic years. Please fill in the designated sections of this form and submit it, in quadruplicate, to the College President or designee. You will be notified of the final action taken of this agreement.

Employee's Name:	Identification Number:
------------------	------------------------

This agreement is made by and between Kern Community College District, herein referred to as the "District" and _____ herein referred to as "Employee".

Employee has elected to enter the optional reduced workload program offered by the District and has qualified for such program under the requirements established by the District.

Now, Therefore, in consideration of the foregoing and of the mutual covenants and agreements contained herein, it is agreed by the parties as follows:

1. Employee requests an optional reduced workload and compensation to be paid as follows:

<p>Check (✓) one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employment both semesters on ___% reduced workload <input type="checkbox"/> Employment full-time first semester only <input type="checkbox"/> Employment full-time second semester only 	<p>Check (✓) one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Salary to be paid for entire year <input type="checkbox"/> Half salary to be paid while working full-time first semester/no pay during second semester <input type="checkbox"/> Half salary to be paid while working full-time second semester/no pay during first semester
---	---

2. The Employee and the District will continue to make retirement contributions as if the Employee was earning a full salary.
3. Insurance coverage for which the Employee is eligible will continue to be paid by the District.
4. This agreement is for a maximum five-year period.
5. This agreement can be revoked or altered only by the mutual consent of the Employee and the District.
6. The agreement is subject to the applicable laws and regulations of the state of California and the lawful rules and regulations of the Kern Community college District. Such statues, rules, and regulations are hereby made a part of the terms and conditions of this agreement as though expressly set forth herein.

In Witness Whereof, the parties have executed this agreement on the day and year indicated:

Employee's signature	Date
College President's/Designee's signature	Date
Vice Chancellor's signature	Date

Approved by the Board of Trustees



2100 Chester Avenue
Bakersfield, CA 93301-4099
(661) 336-5100

Article 8 – Appendix B

- Bakersfield College
- Cerro Coso College
- Porterville College

**Assigned Curriculum Development
(CCA/NEA Contract Article 8P)**

Faculty Member		
Project		
Units	LHE	Load taken as: <input type="checkbox"/> Overload <input type="checkbox"/> Carry-over <input type="checkbox"/> Load banked
Signature of Faculty Member		Date
Signature of Educational Administrator		Date

Revised 4/2009 DO/HR

ARTICLE NINE - STAFF SITE ASSIGNMENTS/TRANSFER

- A. **Assignments** of faculty may be made to any of the Colleges, sites, centers, or divisions/departments of the District based on qualifications and position need.
1. The College President shall determine the assignments within College sites or centers under his/her control.
 2. When the President determines to assign an employee to a full or partial load at a site under the President's control which is more than forty (40) miles from the current worksite, the President or designee shall meet with the affected employee to explain the necessity of the reassignment, the anticipated duration, and to explore alternatives. Upon request, reasons for reassignment shall be in writing. No faculty member will perform duties at more than one college site in successive semesters without mutual agreement between the faculty member and the administration, except when necessary to make a full load or to satisfy student needs for program completion.
 3. When the Chancellor or designee, with the agreement of the College Presidents, determines to assign an employee to a load of fifty percent (50%) or less to campus sites or centers not within the control of that employee's current College President, the Chancellor or designee shall meet with the affected employee to explain the necessity of the assignment, the anticipated duration, and to explore alternatives. Upon request, reasons for reassignment shall be in writing.
- B. **Transfer** means the movement of a bargaining unit member from one College service area to another College service area based on the needs of the District.
1. A tenured faculty member is eligible for a voluntary transfer if he/she submits a written Transfer Request to the District Human Resources Office. In order to be considered for the position prior to consideration of external applicants, a faculty member must submit a transfer request no later than fourteen (14) calendar days after the opportunity for transfer is announced by the District Human Resources Office. The Transfer Request is valid for one calendar year.
 - a. Faculty who meet the minimum qualifications for the position and who submit a transfer request in accordance with the timelines specified above shall be interviewed by the College President and the position screening committee prior to interviewing external applicants.
 - b. Faculty who submit a transfer request later than fourteen (14) calendar days after the opportunity for transfer is announced by the District Human Resources Office but prior to the application deadline and who meet the minimum qualifications for the position will be considered with the external applicants.

Article 9 (continued)

- c. If the tenured faculty member is not selected to fill the position, external applicants will be considered. The tenured faculty member may apply again with the external pool for further consideration in accordance with **Article 9.B.1.b.**
- d. By mutual agreement, College Presidents may consider a non-tenured faculty member as long as a written transfer request is submitted within one week of the position announcement.

ARTICLE TEN - REDUCTION IN FORCE

A. Faculty Service Area and Competency Standards

1. All faculty will be assigned to the single Faculty Service Area for faculty positions as defined in Education Code Section 87001. Faculty includes all those employees of a community college district who are not designated as supervisory or management and for whom minimum qualifications for hire have been specified in the regulation of the Board of Governors. These include, but are not limited to, instructors, librarians, counselors, health service professionals, extended opportunity programs and service professionals and individuals employed to perform a service that before July 1, 1990 required nonsupervisory and nonmanagement certification qualifications.
2. Whenever the Board of Trustees determines that reduction in faculty is necessary, such reduction shall be in accordance with Section 87743, et. seq., of the Education Code including seniority definitions in Education Code Section 87413, et. seq.
3. No employee shall be terminated while a less senior employee is retained to render a service which the more senior employee shall be considered competent to render.
4. **Competency Standards are as follows:**
 - a. All faculty who meet minimum qualifications as adopted by the Board of Governors or equivalency requirements of the District will be considered competent in the discipline(s). Minimum qualifications by equivalency are to be in disciplines adopted by the Board of Governors and shall be applicable District-wide. (There will be no minimum qualifications by equivalency for courses or sub-disciplines.) See **Addenda Two (2) (a-b)** for the current lists of disciplines.
 - b. All faculty who possess valid California Community College Credential(s) shall be deemed to meet minimum qualifications for all areas both authorized by the credential(s) and approved by the Board of Trustees including majors and minors.
 - c. By February 15, faculty must apply and present evidence to the District for addition of new disciplines for which the faculty member meets the minimum qualifications/competency standards.

B. Effects of Layoff

1. It is the intention of the parties to this Agreement that all provisions of law with respect to seniority and reduction in force shall apply under this contract.
2. The District agrees that at least sixty (60) days prior to a proposed layoff of any faculty member it will notify the Exclusive Representative in writing of the proposed layoff, and, if requested in writing by the Exclusive Representative, enter into negotiations regarding the effects on Bargaining Unit Members.

Article 10 (continued)

1. If requested in writing by the Association within ten (10) working days, the District will enter into negotiations regarding the effects on bargaining unit members. Such negotiations are not to be considered as one (1) of the contract reopeners in the current contract.
2. In addition to all rights given to terminated faculty members under the Education Code, faculty members on faculty reduction leave shall be given priority as substitute teachers and for new part-time positions for which they are qualified. They also shall be continued in the medical and dental insurance group for a period of eighteen (18) months upon advance payment of the monthly premium each month by the faculty member.
3. The District shall notify all faculty members on lay-off status of any vacant positions within the District. No new faculty appointments shall be made while there are faculty members on layoff status who are qualified for the position and who are available for reinstatement.
4. Faculty on the thirty-nine-month (39-month) re-employment list being re-employed at less than their pre-layoff load shall be paid prorated based on the normal progression on the faculty salary schedule.

The District contribution for benefits will be prorated based on the annual contract load. The faculty may elect to pay the difference in order to receive full benefits or the member may elect not to receive fringe benefits.

Article Ten Appendix

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MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by the KERN COMMUNITY COLLEGE DISTRICT ("District") and KERN COMMUNITY COLLEGE COMMUNITY COLLEGE ASSOCIATION/NEA ("Association"). The parties have entered into this MOU to reflect the agreements that have arisen out of the District's obligation to negotiate the effects of its decision to issue layoff and displacement notices to certain bargaining unit employees.

Now, therefore, the District's and the Association's representatives agree as follows:

1. The layoffs and related displacements shall be implemented pursuant to the relevant provisions of Education Code, Government Code, the 2002-2005 Faculty Collective Bargaining Agreement ("Agreement"), and the terms agreed to herein.
2. Any employee whose services have been terminated as a result of the reduction in force shall have the preferred right to reappointment for the period of 39 months from the date of the termination.
3. If during the life of this MOU there exists any applicable law or any applicable rule, regulation, or order issued by governmental authority other than the District which shall render invalid or restrain compliance with or enforcement of any provision of this MOU, such provision shall be immediately suspended and be of no effect hereunder so long as such law, rule, regulation, or order shall remain in effect. Any invalidation of a part or portion of this MOU shall not invalidate any remaining portions, which shall continue in full force and effect.
4. NOTIFICATION AND INFORMATION SHARING
 - a. The parties agree that all notices related to the faculty layoff shall be served in a timely and appropriate manner as required by the Education Code. The District shall provide to the Association a list of faculty who receive notice of layoff, displacement, or reduction of service. (See Exhibits 1 and 1-A) The District will provide copies of Exhibits 1 and 1-A to be attached.
 - b. The District shall provide a bi-monthly report to the Association regarding the then-current status of each employee named on exhibits 1 and 1-A. The District further agrees that it shall provide the Association a quarterly report regarding the FTES projections, FTFO, and 50% law compliance, commencing October 1, 2003.

Article 10—Appendix A (continued)

- c. The District shall notify simultaneously the Association and faculty members who are on the 39-month re-employment list of vacant assignments or positions within appropriate discipline(s). Faculty shall be noticed by first class and registered mail to the employee's last recorded address.
 - d. The District shall provide the Association access to data about assignments or employment beyond regular full-time employee work.
 - e. The District shall report student waiting list totals at each census date to the Board of Trustees while faculty remain on the 39-month re-employment list.
 - f. The District Student Services Committee will develop a system by the end of Fall 2003 to quantify the time wait for a student to obtain counseling services at all three campuses. Once available, this data will be reported monthly to the Board of Trustees.
5. RE-EMPLOYMENT PROCESS AND PROCEDURES. For the purpose of Section 5, minimum qualifications must be held by the faculty and recognized by the district at the time of lay-off, according to Article 9A4c of the agreement.
- a. The District shall adhere to the Education Code regarding re-employment rights of all faculty members who have been placed on the 39-month re-employment list. Re-employment rights shall be based upon the seniority and the minimum qualifications held by the faculty member.
 - b. Each faculty member who is on the 39-month re-employment list shall be offered an available assignment in any discipline(s) for which he or she meets minimum qualifications up to the faculty member's pre-layoff assigned load. If a full-time faculty load in a discipline is available at one college, it shall be offered to the most senior affected employee meeting the minimum qualification on the 39-month list.
 - c. The right to reappointment may be waived by the employee, without prejudice, for not more than one college year, unless the board extends this right, but such a waiver shall not deprive the employee of his or her right to subsequent offers of reappointment.
 - d. A faculty member who is re-employed at his or her pre-layoff assigned load shall be compensated on the same basis as prior to the layoff or by the terms of the Agreement, whichever is the greater.

Article 10—Appendix A (continued)

6. REASSIGNMENT

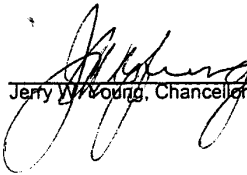
A faculty member who has been reassigned as a result of a RIF within the District is eligible for a long-term professional leave of absence without compensation for a period of up to one (1) year. Employees granted this leave shall follow the normal progression on the salary schedule as if they were on active teaching duty. The period of such absence, however, shall not be included when computing total years of service to the District.

7. The reopener discussions as listed in Article 1D of the Agreement will be amended to include sections of Article 9B of the Agreement dealing with rate of pay for faculty on the 39-month re-employment list being re-employed at less than their pre-layoff load.


RECOMMENDATION FOR RATIFICATION

For the District:

For the Exclusive Representative:


Jerry W. Young, Chancellor
6/17/03
Date


Patrick Fulks, Chief Negotiator
6/17/03
Date
KCCD CCA/NEA


Raymond T. Quan, Director, Human Resources
6-17-03
Date


Katherine R. Pluta, President
6/17/03
Date

ARTICLE ELEVEN - COMPENSATION AND BENEFITS

A. Faculty Compensation

1. The ongoing goal of the Kern Community College District (KCCD) and the Association is to provide a salary that is competitive with the agreed upon college comparables (see section 2 below)
2. Salary Schedule Increases
 - a) 2011/12 – 2013/14: The full-time faculty schedule will be increased by the average across-the-board percentage increase given by the eight (8) comparable districts for the applicable fiscal year, as described below.
 - 1) Comparable Districts: The eight (8) agreed upon comparable districts are Antelope Valley, Grossmont-Cuyamaca, San Joaquin Delta, Santa Clarita, College of the Sequoias, State Center, West Kern, and Yosemite.
 - 2) For purposes of this Agreement “across-the-board percentage increase” shall be determined by the following process on April 15 of each applicable year (adjustment to be paid in May retroactive to the preceding July 1):
 - a) Step 1: For each comparable district which maintains the same salary schedule structure, compute the average percent change in each cell of the salary schedule by comparing the schedule as of April 15 of the current fiscal year (e.g., 2011/12) to the schedule as of April 15 of the prior fiscal year (e.g., 2010/11).

2011/12 example (as a mathematical formula)

$$\frac{\text{(sum of the percent change in each cell between 2011/12 and 2010/11)}}{\text{\#cells in 2010/11}}$$

Article 11 (continued)

b) Step 2: If the comparable district implements a structural change to its salary schedule, such as adding or deleting salary schedule columns or steps, the calculation will be as follows:

1) If there are only additions to the schedule and the additions can be excluded resulting in the remaining structure being comparable, then the schedule will be compared using the process outlined in Step 1 above.

2) Otherwise, the schedule will not be used in the calculations

c) Step 3: Once the percentage increase, if any, has been determined for each district, the percentage increase for each district (or zero if no increase has been granted), will be added together, then divided by the number of districts which have not made substantial changes to their salary schedule structure, as referenced in Step 2(b)(2) above. The resulting percentage will become the across-the-board increase for the basic full time faculty schedule. Once calculations have been made and prior to implementation, the District will send the calculations to the Association.

3) Summary Timeline and Process for Implementing Faculty Salary increases:

CBA Fiscal Year	Compensation Process
Year 1 2011-12	Process 1. On April 15, 2012, use Step 1 or 2 to determine across-the-board percentage increase for each district. 2. Divide sum of all collected percentages from Step 1 and 2 by number of salary schedules used in the computations in Steps 1 and 2. 3. Apply resulting average percentage change from 2 (above) to KCCD 2011-12 basic full-time faculty salary schedule.

Article 11 (continued)

<p>Year 2 2012-13</p>	<p>Process</p> <ol style="list-style-type: none"> 1. On April 15, 2013, use Step 1 or 2 to determine across-the-board percentage increase for each district. 2. Divide sum of all collected percentages from Step 1 and 2 by number of salary schedules used in the computations in Steps 1 and 2. 3. Apply resulting average percentage change from 2 (above) to KCCD 2012-13 basic full-time faculty salary schedule.
<p>Year 3 2013-14</p>	<p>Process</p> <ol style="list-style-type: none"> 1. On April 15, 2014, use Step 1 or 2 to determine across-the-board percentage increase for each district. 2. Divide sum of all collected percentages from Step 1 and 2 by number of salary schedules used in the computations in Steps 1 and 2. 3. Apply resulting average percentage change from 2 (above) to KCCD 2013-14 basic full-time faculty salary schedule.

3. The Basic Faculty Salary shall be that which is adopted by the Board of Trustees. Faculty whose contracted salary appears on the Basic Faculty Salary Schedule shall carry academic rank according to their positions on the current schedule. The Board of Trustees retains the right to adjust annual salaries of individual staff members. See **Article Eleven, Appendices A-E** (175, 185, 195, 205 and 215 day schedules) at the end of this Article for the Basic Faculty Salary Schedule.
4. Faculty serving on a ten-month (10-month) college calendar may opt to have their annual salary paid in either ten (10) or twelve (12) monthly installments. They shall receive their first payment the last working day in August and their last payment on the last working day in each consecutive month in the option.
5. All those contracts in excess of ten (10) months shall have their salary paid in twelve (12) monthly installments and shall receive their first payment the last working day in August and their last payment on the last working day of July.
6. Overload and other non-contract services shall be paid in four (4) equal monthly payments. For full-time faculty, these payments will start the last day of September for the Fall term, and the last day of February for the Spring term. For adjunct faculty, payments will begin

Article 11 (continued)

the 15th day of September for the Fall term and the 15th day of February for the Spring term.

7. In the event of an error in compensation a correction warrant will be issued no later than five (5) working days from notifying the District of the error.
8. Full-time employees will be compensated according to the assigned number of contract days of service (175, 185, 195, 205, 215). Typical faculty contracts are one hundred seventy-five (175) days. Employees whose days of service are different from one hundred seventy-five (175) will be compensated at the per diem rate. The per diem rate is the one-hundred seventy-five-day (175-day) annual salary divided by one hundred seventy-five (175). For assignments other than faculty chairs, the number of days in excess of one hundred, seventy-five (175) on the faculty contract may be changed at the discretion of the

College President for the subsequent year. [For one (1) semester assignment, see Education Code Section 87815.]

B. Faculty Contracts

1. The Chancellor, as Secretary to the Board of Trustees, signs and issues contracts to those staff members elected by the Board. See **Article Eleven, Appendices F and G** for the Contract Adjustments for Faculty form and the procedure for amendments to faculty contracts.
2. Contracts for new faculty members must be signed and returned within a reasonable time.
3. Employment contracts for contract employees must be returned forty-five (45) days after the date of issue (Education Code Section 87410). Contracts for regular employees must be returned forty-five (45) days after they are issued (Education Code Section 87411).

C. Class Placement on the Basic Faculty Salary Schedule Follows:

Class I	a) Bachelor's Degree, and/or b) Appropriate full-time credential (Life)
Class II	a) Master's Degree, or b) Bachelor's Degree plus forty-five approved semester units, or c) Appropriate full-time credential (Life) plus forty-five approved semester units d) For Vocational Teachers***** (1) Bachelor's Degree plus two years experience in the teaching field (2) Associate Degree plus six years experience in the teaching field

Article 11 (continued)

Class III	a) Master's Degree with sixty approved semester units beyond the Bachelor's Degree, or b) Bachelor's Degree plus seventy-five approved semester units, or c) Appropriate full-time credential (Life) plus seventy-five approved semester units d) For Vocational Teachers****, completion of thirty approved semester units after hire and placement on Class II
Class IV	a) Master's Degree plus forty-four approved semester units, or b) Master's Degree with ninety approved semester units beyond the Bachelor's Degree (Effective July 1, 1999) c) Appropriate full-time credential (Life) plus ninety approved semester units including a Master's Degree d) For Vocational Teachers****, completion of sixty approved semester units after hire and placement on Class II including a Master's Degree
Class V	a) Earned Doctorate, earned LLB or JD.

****As designated by the Board of Governors of the California Community Colleges, those disciplines in which the Master's Degree is not generally expected or available.

1. Initial class placement shall be subject to **Articles 11.F.5 through 11.F.7.**

D. The Maximum Experience Credit for New Teachers Entering the District is Six (6) Years and May be Accumulated as Follows:

- One (1) year for each full year of approved teaching experience.
- One (1) year for each full year of approved occupational experience.
- One (1) year for active duty in the United States Armed Forces for a period of not less than eighteen (18) months.

E. Administrative Retreat Rights--Salary

Upon entering the District, educational administrators shall meet the minimum qualifications for one (1) or more existing disciplines within the District. As with new faculty members, placement on the salary schedule will be determined in accordance with **Article 11.C and 11.D.**

Each subsequent year of administrative service in the District will count towards step progression on the faculty salary schedule for placement on the faculty salary schedule upon retreat to faculty status.

Article 11 (continued):

- F. **Approval Criteria for Salary Progression:** Faculty are encouraged to discuss courses/activities with the educational administrator. Coursework, seminars, and workshops for salary progression should be submitted on the District form titled “Request for Approval of Credit for Salary Advancement” found in **Article 11, Appendix H.**
1. Non-repeat graduate or upper division courses related to a staff member’s professional assignment are acceptable.
 2. Graduate and upper division courses taken to fulfill credential or additional degree requirements are acceptable.
 3. Seminars, workshops, or clinics relating to professional assignment granting a certificate of completion are acceptable. A maximum of eight (8) semester units during the College year are accepted with unit value equated as follows:
 - Twenty (20) accumulated workshop hours equals one (1) unit.
 - Forty (40) accumulated workshop hours equals two (2) units.
 4. A lower division course related to professional assignment will be approved with substantial justification that it is of greater value to the staff member and to the College than an upper division or graduate course. Such credit will be limited to six (6) semester units of lower division work in a calendar year, September to September. The unit limit may be waived by the College President or designee.
 5. Approved courses must be taken at colleges and universities accredited by a regional accrediting agency as recognized by the U.S. Department of Education, or through the equivalent, as determined by a formal credential evaluation agency.
 6. A grade of credit in the credit/non-credit mode or a grade of “C” or better in baccalaureate level courses must be attained.
 7. A grade of “B” or better or Pass (P) must be attained in graduate level courses.
 8. A maximum of twelve (12) semester or eighteen (18) quarter units will be granted for work taken during the regular College year. Units earned in addition to the maximum may not be stored and retroactively applied to salary progression. The unit limit may be waived by the College President or designee. All course work approved as part of a sabbatical leave will count toward salary progression.
 9. All approved course work, taken during the summer or during a leave of absence may be applied toward salary progression. The lower division limit applies in summer and for leaves of absence.

Article 11 (continued)

10. Approved course work, which is completed, must be verified by official transcript or grade report and submitted to the district office for recording.
11. Documentation of completed courses must be attached to the "Request for Approval of Credit for Salary Advancement" form in **Article 11, Appendix H** and filed in the District Office by November 1. No contract changes to a new salary class will be made for the current year after the last Board meeting in November. Applicable course work must be completed prior to the start of the fall semester unless prior approval is obtained from the Chancellor or designee.
12. Employment in one's vocational or professional field during the summer, by special arrangements during the College year, during a leave of absence, or during a sabbatical shall count toward salary advancement with each forty (40) hours of work being equated to one (1) semester unit. No more than six (6) semester units may be accumulated in summer session and a maximum of eighteen (18) semester units may be accumulated in this manner to move from one (1) class to the next (II to III to IV).

In the proposal for participation, the faculty member must submit a statement of specific objectives that are to be accomplished during the work experience which will enhance competence in the faculty member's assignment. To receive credit for the experience, the faculty member must submit a report to the supervising dean at the conclusion of the work describing the work experience and the relation to objectives specified in the application.

13. In those areas where a license is required or is commonly recognized by the industry or profession as a standard of competency, College units for salary advancement may be awarded. A District Committee will evaluate the level of difficulty and the time required to prepare for achieving that license and determine the number of units to be awarded. Units may also be awarded when periodic renewal or retesting is required and/or when required by changes in technology or in the law.
 14. A faculty member who serves as a mentor to one (1) Kern Community College District student from an underrepresented group for two (2) years and fulfills all the mentoring requirements shall be given three (3) units of credit for salary advancement purposes or five hundred dollars (\$500). Provisions of mentoring shall be approved by the College President/designee and submitted to the District Personnel Office for recording. After mentoring is completed, the mentor whose mentee becomes a faculty member in the Kern Community College District shall receive a one thousand dollars (\$1,000) bonus. **See Addenda 3(a-c)** for guidelines and forms.
- G. **Eligibility for Step Advancement:** In order to be eligible for step advancement, the staff member must work one-half (1/2) of the scheduled school year, with a contract of eighty percent (80%) or more.

Article 11 (continued)

H. **Hourly Substitute Pay**

1. Substitutes, whether regular or contract, shall be paid an hourly rate as cited in **Article Eleven, Appendix I** at the end of this Article.
2. When a substitute (not for part of load), whether regular or contract, takes full responsibility for a class for more than two (2) consecutive weeks, the Basic Faculty Salary Schedule for Overload, and Other Non-Contract services shall be applied retroactively, upon recommendation of the College President and the Chancellor with approval by the Board of Trustees.
3. When a regular or contract staff member substitutes in intersessions/summer for more than one (1) full week, the Basic Faculty Salary Schedule for Overload, and Other Non-Contract Services shall be applied retroactively upon recommendation of the College President and Chancellor with approval by the Board of Trustees.

I. Faculty teaching overload shall be paid as cited in **Article Eleven, Appendix G** at the end of this Article.

J. **Compensation for Special Services** is recommended by the College President and Chancellor, and is approved by the Board of Trustees. See **Addendum Four** for the reimbursement guidelines on mileage payments to faculty.

1. Remuneration for specified positions beyond the normal instructor load will be computed from the Extra Services Pay Schedule. See **Article Eleven, Appendix J** at the end of this Article for the extra services pay schedule for regular and contract staff.
2. Remuneration for Faculty Chairs **Article Five F**.
3. Payment for professional services such as evening or hourly counseling, field trips, test administration, curriculum development, and coordinating evening lecture series and proctoring shall be paid as cited in **Article Eleven, Appendix I** at the end of this Article.
4. Field trips are paid according to **Article Eleven, Appendix I**. For a staff member to receive a maximum of four (4) hours per day compensation for field trips, the field trip must be an integral part of the course and not an in lieu assignment for regular class meetings. Exceptions to the four-hour (4-hour) limitation may be made in accordance with the policy developed at the specific College.
5. When a contract or regular faculty member is assigned to teach a regular class as part of load at any other campus, center, or other teaching site more than fifteen (15) miles from his or her regular teaching location, that employee shall be compensated at a rate cited in **Article Eleven, Appendix I** at the end of this Article. Teaching as used in this section refers to direct instruction and excludes work experience and field trips.

Article 11 (continued)

6. Special Assignment Compensation--For special assignments in addition to regular responsibilities faculty members may receive compensation in addition to their regular salaries. Compensation for individual assignments will be determined through consultation between administration and the faculty members. Depending on the nature of the special assignment the compensation could be a one-time payment or be paid monthly for extended or long-term assignments.
 - a. Compensation for special assignments shall be given in a fair and consistent manner. Once the work or product has been clearly agreed upon the "Special Assignment Compensation Agreement" form in **Article Eleven, Appendix K** will be completed, copied in triplicate, and copies maintained by the faculty member, Vice President of Instruction at each College, Human Resources, and Associate Chancellor, Educational Services. Kinds of compensation and criteria for compensation will be articulated.
 - b. Compensation shall be included as a note on staff assignment sheets.
 - c. All compensation shall be compiled in an annual report by the Associate Chancellor, Educational Services, or Chancellor's designee provided to negotiating teams for an annual committee review. This report is intended to include extra duty days, overload assignments and stipend projects or services.
 - d. This policy and the annual extra services compensation list will be evaluated for necessary modifications during Spring negotiations 2006. This information will be used to evaluate the special compensation process.
7. Faculty shall be remunerated for contract education classes as follows:
 - Up to fifty percent (50%) of the total amount of fees collected as determined by the College President or designee.
 - On a contract basis as determined by the College President or designee.

K. Breaks in Faculty Service

1. If less than a year elapses after the last day of employee service and the instructor is re-employed, the placement on the Basic Faculty Salary Schedule shall be at the same position as when the resignation took place.
2. If more than one (1) year elapses after the last day of employee service and the staff member is re-employed, the placement on the Basic Faculty Salary Schedule shall be dependent upon previous years of experience and experience at member Colleges of the District.

Nine full years of acceptable teaching experience will be credited which would place a staff member on Step 10. For each additional year of experience with the District, half (1/2) credit may be applied beyond Step 10 on the salary schedule. In cases where there is less than an increment involved, the staff member shall be advanced to the next highest step.

Article 11 (continued)

- a. The staff member would be placed on the schedule on the basis of non-District experience. If this results in placement below Step 10, District experience will be used year for year until placement at Step 10 is reached.
 - b. For each year of District service remaining unused, one-half (1/2) year of step credit will be granted beyond Step 10. For final placement, any half-year (1/2-year) remainder will be rounded to a full year.
3. Staff members returning to the District after serving in the military shall be placed on the salary schedule at the place they would have reached had they remained in the service of the District during the time spent on military duty. However, military service will not be included in computing six (6) consecutive years for sabbatical purpose or in computing total years of service to the District.

L. Compensation Dependent Upon Categorical Funding

1. For employees in positions funded categorically, the length of employment is contingent upon funding.

M. Salary Deductions for Absence from Duty

1. Deductions for unexcused absence shall amount to the employee's full salary for the time absent on a pro-rata basis. The number of service days as determined by the Board of Trustees shall establish the basis.
2. Faculty shall have the substitute rate of pay deducted for absence for any other cause not specified in these regulations if such absence is approved, in advance, by the Chancellor or designee.

- N. The State Teachers' Retirement System (STRS) provides the retirement plan for members of the faculty service. Both the District and the employee contribute to the system as mandated by law.

O. Health and Welfare Benefits

1. For eligible full-time employees and their eligible dependents, including domestic partners, the District will provide health and welfare benefits cited below. (See **Article Eleven, Appendix L** for the regulations for the domestic partner coverage.)
 - a. A Blue Cross health plan administered by the Self-Insured Schools of California (SISC). Premiums will be based on the annual SISC recommendation of premiums.
 - b. A Delta Dental Plan administered by SISC or United Healthcare Insurance Company.
 - c. For the unit member only, a fifty thousand dollars (\$50,000) term life insurance plan.

Article 11 (continued)

- d. The full cost for a long-term disability plan for the employee, which provides a monthly benefit of two-thirds (2/3) salary, up to a maximum of three thousand dollars (\$3,000) per month. A unit member will be eligible for a long-term disability plan after serving the District under contract for three (3) years. (*Effective April 1, 2006*)
 - e. Blue Cross, Behavioral Health plan administered by SISC, which covers mental, nervous and substance abuse and includes an employee assistance program.
2. The following plans are available to the employee at his/her expense.
 - a. American Life Family Assurance Company (AFLAC) Internal Revenue Code (IRC) Section 125 Flex Benefits Plan.
 - b. A Vision Service Plan, Plan B, single fifteen-dollar (\$15) co-pay plan, administered by SISC.
 3. There will be no change in providers (carrier), plan design or benefits without notice to the Association and a reasonable opportunity to negotiate (if so requested).
 - a. Effective upon implementation of this Agreement the following SISC recommended plan modification will be implemented:
 1. Emergency room co-pay (\$50)
 4. Contract and Regular Instructors' Eligibility for Benefits Shall be Determined as Follows: (see subsection 5 below for details regarding the District's maximum contribution to the full benefit package).
 - a. Unit members on continuous contract service prior to July 1, 1988, shall be eligible for the full benefit package.
 - b. Unit members whose contract service started with the District between July 1, 1988, and August 18, 1991, shall have the District's contribution to health and welfare benefits paid if they maintain an annual load in excess of sixty percent (60%).
 - 1) Unit members who have an annual load at or below sixty percent (60%) shall not have the contribution to health and welfare benefits paid. However, they may purchase the health and/or dental plan.
 - c. For unit members hired after August 18, 1991, whose annual load is less than one hundred percent (100%), the District contribution for benefits will be a proration of the annual contract load. The employee may elect to pay the difference in proration in order to receive full benefits or the member may elect not to receive the fringe benefits.

Article 11 (continued):

5. District Payment of Premiums

- a. The “Full Benefit Package” shall consist of District-paid LTD insurance and a dollar contribution toward medical (which includes physician/hospital coverage, prescription and mental health components), dental and life insurance.
- b. The District’s maximum contribution to medical, dental and life insurance premiums will be set at \$1,140.00/month. Effective October 1, 2012, the District’s maximum contribution will be increased by the lesser of the following:
 - 1) Annual SISC recommendation of premiums for medical insurance; or
 - 2) the higher of the following two factors:
 - a) percentage increase to the CPI-W (U.S. Cities average for the prior 12 months (July to July));
 - b) percentage increase to the funded State COLA.

[For example, if the annual SISC recommended premium increase is \$100 (to \$1,240.00/mo.), the CPI-W were 5% and the funded state COLA were 4%, the District’s maximum contribution would be set at \$1,197.00 ($\$1,140.00 \times 1.05 = \$1,197.00$).] The same process will be used in October 2013 to determine the increase to the District’s maximum contribution. Employees will be responsible for any excess premium costs. However, if there are medical reserves in excess of the actuarial recommended amount of 32.5% of prior year health claims, pharmacy rebates and ASO costs, such excess will be used (on a District-wide basis) as a rate stabilization fund so that such excess reserves are scheduled to be used prior to implementation of any out-of-pocket contributions.

6. No in-lieu payments or contributions to programs other than those which the District provides in this Article shall be made by the District for any employee who elects not to subscribe to the benefits provided by this Article.
7. Employees on District-approved unpaid leaves of absence shall have the option to continue District health and welfare coverage(s) for the period of the leaves upon reimbursement to the District for as long as the practice is allowed by the health and welfare benefit provider(s). Failure to make timely payment for two (2) successive months shall cause the right to continuous coverage to cease.
8. Eligible employees shall have their health and welfare benefits commence on the first day of the month following the first day of employment.
9. Employees who terminate prior to the close of the College year shall be covered by the District’s insurance programs to the end of the month in which the termination takes place.

Article 11 (continued)

10. KCCD Agrees to increase the maximum lifetime health benefits cap to \$5,000,000 or such higher amount as the law may require.
 11. Pre-existing condition limitation – Employees and/or dependents who enroll when first eligible will not have any limitations for pre-existing conditions; however, if an employee and/or dependent is not enrolled when first eligible, he/she will have a six-month (6-month) waiting period for pre-existing conditions. (This eliminates the standard six-month (6-month) waiting period for pre-existing conditions when first eligible.)
- P. **Health and Dental Plans for Retirees** (See **Article Eleven, Appendix O** at the end of this Article for the matrix on health and dental benefits for retirees.)
1. Employees Who Retired Under STRS Between January 3, 1974, and June 30, 1983
 - a. Benefits to Age Sixty-five (65)
 - 1) The District Will Provide Health and Dental Plans for the Employee and Eligible Dependent(s) Under the Following Condition:

The employee must have worked for the District for five (5) years immediately preceding retirement.
 - 2) The surviving eligible dependent(s) of a retiree may continue the health and dental plans at his/her expense.
 - b. Benefits at Age Sixty-five (65) and Beyond
 - 1) The District Will Provide a Health Plan for the Employee and Eligible Dependent(s) Under the Following Conditions:
 - The employee must have worked for the District ten (10) years immediately preceding retirement.
 - At age sixty-five (65) all retirees [and their eligible dependent(s), if dependent coverage is taken] who are qualified through Social Security eligibility for Medicare Part A shall apply for and accept Medicare Part A;
 - At age sixty-five (65), all retirees [and their eligible dependent(s), if dependent coverage is taken] must apply for and purchase Medicare Part B.
 - 2) The surviving eligible dependent(s) may continue the health plan at his/her expense.

Article 11 (continued)

2. Employees Who Retired Under STRS Between July 1, 1983, and June 30, 1988

a. Benefits to Age Sixty-five (65)

1) The District Will Provide Health and Dental Plans for the Employee and Eligible Dependent(s) Under the Following Conditions:

- The employee must have worked for the District five (5) years immediately preceding retirement.
- The District monthly contribution for the health and dental plans shall not exceed that for an active employee.

2) The surviving eligible dependent(s) of a retiree may continue the health and dental plans at his/her expense.

b. Benefits at Age Sixty-five (65) and Beyond

1) The District Will Provide a Health Plan for the Employee and Eligible Dependent(s) Under the Following Conditions:

- The employee must have worked for the District ten (10) years immediately preceding retirement.
- The District monthly contribution for the health plan shall not exceed that for an active employee.
- At age sixty-five (65), all retirees [and their eligible dependent(s), if dependent coverage is taken] who are qualified through Social Security eligibility for Medicare Part A shall apply for and accept Medicare Part A.
- At age sixty-five (65), all retirees [and their eligible dependent(s), if dependent coverage is taken] must apply for and purchase Medicare Part B.

2) A surviving eligible dependent(s) of a retiree may continue the health plan at his/her expense.

3. Employees of the District as of June 30, 1988, Who are Eligible to Retire But Will Retire at a Later Date

a. Eligible to retire means the employee could have received a retirement benefit

Article 11 (continued)

through STRS as of June 30, 1988, but did not choose to do so.

b. Benefits to Age Sixty-five (65).

1) The District Will Provide Health and Dental Plans for the Employee and Eligible Dependent(s) Under the Following Conditions:

- The employee must have worked for the District five (5) years immediately preceding retirement.
- The District monthly contribution for the health and dental plans shall not exceed that for an active employee.

2) The surviving eligible dependent(s) of a retiree may continue the health and dental plans at his/her expense.

c. Benefits at Age Sixty-five (65) and Beyond

1) The District Will Provide a Health Plan for the Employee and Eligible Dependent(s) Under the Following Conditions:

- The employee must have worked for the District ten (10) years immediately preceding retirement.
- The District monthly contribution for the health plan shall not exceed that for an active employee.
- Employees who retire after July 1, 1998, must be eligible for Medicare Part A or purchase Medicare Part A as a condition of continuing with the District health plan.
- At age sixty-five (65), all retirees [and their eligible dependent(s), if dependent coverage is taken] who are qualified through Social Security eligibility for Medicare Part A shall apply for and accept Medicare Part A.
- At age sixty-five (65), all retirees [and their eligible dependent(s), if dependent coverage is taken] must apply for and purchase Medicare Part B.
- Medicare must provide primary coverage.

2) A surviving eligible dependent(s) of a retiree may continue the health plan at his/her expense.

Article 11 (continued)

4. Employees of the District as of June 30, 1988, who are not eligible to retire as of that date
 - a. Benefits to Age Sixty-five (65)
 - 1) The District will provide health and dental plans for the employee and eligible dependent(s) under the following conditions:
 - The employee must have worked for the District ten (10) years immediately preceding retirement.
 - The District monthly contribution for the health and dental plans shall not exceed that for an active employee.
 - 2) The surviving eligible dependent(s) of a retiree may continue the health and dental plans at his/her expense.
 - b. Benefits at Age Sixty-five (65) and Beyond
 - 1) The District will provide a health plan for the employee and eligible dependent(s) under the following conditions:
 - The employee must have worked for the District fifteen (15) years immediately preceding retirement.
 - The District monthly contribution for the health plan shall not exceed that for an active employee.
 - Employees who retire after July 1, 1998, must be eligible for Medicare Part A or purchase Medicare Part A as a condition of continuing with the District health plan.
 - At age sixty-five (65), all retirees [and their eligible dependent(s), if dependent coverage is taken] who are qualified through Social Security eligibility for Medicare Part A shall apply for and accept Medicare Part A.
 - At age sixty five (65), all retirees [and their eligible dependent(s), if dependent coverage is taken] must apply for and purchase Medicare Part B.
 - Medicare must provide primary coverage.
 - 2) A surviving eligible dependent(s) of a retiree may continue the health plan at his/her expense.

Article 11 (continued)

5. Employees of the District Hired on July 1, 1988, or Thereafter

a. Benefits to Age Sixty-five (65)

1) The District Will Provide Health and Dental Plans for the Employee, Spouse, and To the Extent Required by Law, Eligible Dependents, Under the Following Conditions:

- The employee must have worked for the District fifteen (15) years immediately preceding retirement.
- The District monthly contribution shall not exceed the amount paid by the District on the employee's behalf during the last full fiscal year of service.
- Retirees who wish to maintain coverage shall pay on a monthly basis the difference between the amount of the District contribution and the actual costs of the benefits.

2) A surviving spouse, and to the extent required by law, an eligible dependent, of a retiree may continue the health and dental plans at his/her expense.

b. Benefits at Age Sixty-five and Beyond

1) An Employee May Continue the Health Plan at His/Her Expense Under the Following Conditions:

- At age sixty-five (65), all retirees [and their spouses, if dependent coverage is taken] who are qualified through Social Security eligibility for Medicare Part A shall apply for and accept Medicare Part A.
- At age sixty-five (65), all retirees [and their spouses, if dependent coverage is taken] must apply for and purchase Medicare Part B.
- Medicare must provide primary coverage.

6. Eligibility for benefits following retirement and unpaid leave of absence immediately preceding retirement specified in **Articles 11.P.3.b(1), 11.P.3.c(1), 11.P.4.a(1), 11.P.4.b(1), and 11.P.5.a(1)** shall be administered as follows:

- a. The years listed under these sections must be paid status, but not necessarily continuous paid status.
- b. If the unpaid leave which is applied for and approved is for the period immediately preceding retirement, the amount of leave allowed shall be limited to years of paid service with the District in the following fashion:

Article 11 (continued)

- 5-9 years: six (6) months
 - 10-14 years: one (1) year
 - 15-19 years: one (1) year and six (6) months
 - 20 or more years: two (2) years
- c. Paid leave counts as regular paid service.
7. Health Coverage at the Employee's (or Spouse's) Expense
- a. The ability to continue and/or acquire any coverage under this section is conditioned upon the health and welfare benefit provider's allowance of the practice, current legislative provisions and Medicare policies.
 - b. When an employee, spouse or other eligible dependent is required to contribute to the health and/or dental plans, failure to make timely payments for two (2) consecutive months shall cause the right to continue coverage under this provision to cease.
8. The Health and Dental Plans for Retirees Shall be the Same as That for Active Employees for Those Retiring After June 30, 1983
9. Faculty members retiring under PERS will have the same benefits as if they had retired under STRS.
- Q. The District will waive all fees for employees for courses taken at any of the District's three (3) Colleges.

Article Eleven Appendix

Article Eleven Appendix

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*MOU signed May 13, 2005, to begin overload pay at the beginning of summer school [prior to July 1, 2005].

**KERN COMMUNITY COLLEGE DISTRICT
BASIC FACULTY SALARY SCHEDULE
Effective July 1, 2011**

STEP REQUIREMENTS

Maximum credit for all experience (teaching, occupational, or military) for new teachers entering the District is six (6) years (step 7 on the salary schedule) based on the following:

Teaching experience – one (1) year for each full-year of approved teaching experience.

Occupational experience – one (1) year for each full year of approved occupational experience.

Military experience – one (1) year for active duty in the U.S. Armed Forces for a period of not less than eighteen (18) months.

In order to be eligible for step advancement, the staff member must work one-half (1/2) of the scheduled school year, with a contract of eighty percent (80%) or more.

CLASS REQUIREMENTS

- | | |
|-----------|--|
| Class I | Bachelor's Degree, and/or appropriate full-time credential |
| Class II | Master's Degree, or Bachelor's Degree plus forty-five (45) approved semester units,* or Appropriate full-time credential (LIFE) plus forty-five (45) approved semester units,* or For Vocational Teachers***, (a) Bachelor's Degree plus two (2) years of experience in the teaching field; or (b) Associate Degree plus six (6) years of experience in the teaching field |
| Class III | Master's Degree with Sixty (60) approved semester units* beyond the Bachelor's Degree, or Bachelor's Degree plus seventy-five (75) approved semester units,* or Appropriate full-time credential (LIFE) plus seventy-five (75) approved semester units,* or For Vocational Teachers***, completion of thirty (30) approved semester units after hire and placement on Class II |
| Class IV | Master's Degree plus forty-four (44) approved semester units, or Master's Degree with ninety (90) approved semester units beyond the Bachelor's Degree (Effective July 1, 1999) Appropriate full-time credential (LIFE) plus ninety (90) approved semester units including a Master's Degree For Vocational Teachers***, completion of sixty (60) approved semester units after hire and placement on Class II including a Master's Degree |
| Class V | Earned Doctorate, earned LLB or JD |

*Only those collegiate semester units may be counted which were taken subsequent to the awarding of the Bachelor's Degree or the Life Credential. All course work for salary progression requires prior administrative approval.

**Only those collegiate semester units may be counted which were taken subsequent to the awarding of the Master's Degree. All course work for salary progression requires prior administrative approval.

***As designated by the Board of Governor's of the California Community Colleges, those disciplines in which the Master's Degree is not generally expected or available

Article 11 Appendix A & B

KCCD Basic 175-Day Faculty Salary Schedule Effective July 1, 2011							
	STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V	
INSTRUCTOR	1	47,484.95	50,860.96	54,420.59	58,230.63	62,306.50	
	2	49,146.63	52,640.77	56,324.97	60,268.57	64,486.97	
	3	50,867.37	54,483.52	58,297.41	62,378.41	66,744.49	
	4	52,647.19	56,390.47	60,337.91	64,561.45	69,081.62	
	5	54,489.94	58,364.19	62,449.04	66,821.54	71,498.38	
ASSISTANT PROFESSOR	6	56,396.88	60,407.25	64,635.93	69,159.95	74,001.17	ASSOCIATE PROFESSOR
	7	58,370.61	62,520.95	66,897.30	71,579.28	76,591.27	
	8	60,413.68	64,709.12	69,239.57	74,085.92	79,271.27	
ASSISTANT PROFESSOR	9	62,528.65	66,973.06	71,661.46	76,678.60	82,045.02	PROFESSOR
	10	64,718.11	69,317.91	74,170.67	79,362.45	84,917.64	
	11	66,983.34	71,743.64	76,767.20	82,140.05	87,890.43	
	12	69,325.61	74,255.43	79,453.63	85,013.95	90,964.66	
	13	71,753.92	76,854.53	82,235.07	87,989.31	94,149.33	
	14	-	-	85,111.55	91,069.96	97,444.44	
	18	74,766.51	80,081.57	88,685.32	94,894.13	101,536.99	
	25	78,504.65	84,085.52	93,122.02	99,640.32	106,614.48	

KCCD Basic 185-Day Faculty Salary Schedule Effective July 1, 2011							
	STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V	
INSTRUCTOR	1	50,198.37	53,767.30	57,530.34	61,558.10	65,866.87	
	2	51,955.01	55,648.81	59,543.54	63,712.49	68,171.94	
	3	53,774.08	57,596.86	61,628.70	65,942.89	70,558.46	
	4	55,655.60	59,612.78	63,785.79	68,250.68	73,029.14	
	5	57,603.65	61,699.28	66,017.55	70,639.91	75,584.00	
ASSISTANT PROFESSOR	6	59,619.56	63,859.10	68,329.41	73,111.95	78,229.81	ASSOCIATE PROFESSOR
	7	61,706.07	66,093.58	70,720.00	75,669.53	80,967.92	
	8	63,865.89	68,406.78	73,196.12	78,319.40	83,801.06	
ASSISTANT PROFESSOR	9	66,101.72	70,800.09	75,756.40	81,060.24	86,733.30	PROFESSOR
	10	68,416.29	73,278.93	78,409.00	83,897.45	89,770.08	
	11	70,810.96	75,843.28	81,153.90	86,833.77	92,912.74	
	12	73,287.07	78,498.59	83,993.83	89,871.89	96,162.64	
	13	75,854.15	81,246.22	86,934.22	93,017.27	99,529.29	
	14	-	-	89,975.07	96,273.96	103,012.69	
	18	79,038.88	84,657.66	93,753.05	100,316.65	107,339.10	
	25	82,990.63	88,890.41	98,443.28	105,334.05	112,706.74	

Article 11 Appendix C & D

KCCD Basic 195-Day Faculty Salary Schedule Effective July 1, 2011						
	STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
INSTRUCTOR	1	52,911.80	56,673.64	60,640.09	64,885.56	69,427.25
	2	54,763.39	58,656.86	62,762.11	67,156.40	71,856.91
	3	56,680.79	60,710.20	64,959.98	69,507.37	74,372.43
	4	58,664.01	62,835.09	67,233.67	71,939.90	76,976.66
	5	60,717.36	65,034.38	69,586.07	74,458.28	79,669.62
ASSISTANT PROFESSOR	6	62,842.24	67,310.94	72,022.89	77,063.95	82,458.45
	7	65,041.54	69,666.20	74,542.70	79,759.77	85,344.56
	8	67,318.10	72,104.45	77,152.66	82,552.88	88,330.85
	9	69,674.78	74,627.12	79,851.34	85,441.87	91,421.59
PROFESSOR	10	72,114.47	77,239.95	82,647.32	88,432.44	94,622.51
	11	74,638.58	79,942.92	85,540.60	91,527.48	97,935.05
	12	77,248.54	82,741.76	88,534.04	94,729.83	101,360.62
	13	79,954.37	85,637.91	91,633.37	98,045.23	104,909.25
	14	-	-	94,838.58	101,477.96	108,580.94
PROFESSOR	18	83,311.25	89,233.75	98,820.78	105,739.18	113,141.22
	25	87,476.61	93,695.29	103,764.54	111,027.78	118,798.99

KCCD Basic 205-Day Faculty Salary Schedule Effective July 1, 2011						
	STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
INSTRUCTOR	1	55,625.22	59,579.98	63,749.83	68,213.03	72,987.62
	2	57,571.77	61,664.90	65,980.68	70,600.32	75,541.88
	3	59,587.49	63,823.55	68,291.26	73,071.85	78,186.40
	4	61,672.43	66,057.40	70,681.55	75,629.13	80,924.19
	5	63,831.07	68,369.47	73,154.58	78,276.66	83,755.24
ASSISTANT PROFESSOR	6	66,064.91	70,762.78	75,716.37	81,015.94	86,687.08
	7	68,377.00	73,238.83	78,365.41	83,850.02	89,721.21
	8	70,770.31	75,802.11	81,109.21	86,786.37	92,860.64
	9	73,247.85	78,454.16	83,946.28	89,823.51	96,109.88
PROFESSOR	10	75,812.64	81,200.98	86,885.65	92,967.44	99,474.95
	11	78,466.20	84,042.55	89,927.29	96,221.20	102,957.36
	12	81,210.00	86,984.93	93,074.25	99,587.77	106,558.60
	13	84,054.59	90,029.59	96,332.51	103,073.19	110,289.22
	14	-	-	99,702.10	106,681.96	114,149.20
PROFESSOR	18	87,583.62	93,809.84	103,888.51	111,161.70	118,943.33
	25	91,962.59	98,500.18	109,085.80	116,721.52	124,891.25

Article 11 Appendix E

KCCD Basic 215-Day Faculty Salary Schedule Effective July 1, 2011						
	STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
INSTRUCTOR	1	58,338.65	62,486.32	66,859.58	71,540.49	76,547.99
	2	60,380.15	64,672.95	69,199.25	74,044.24	79,226.85
	3	62,494.20	66,936.89	71,622.54	76,636.33	82,000.37
	4	64,680.84	69,279.71	74,129.43	79,318.36	84,871.71
	5	66,944.78	71,704.57	76,723.10	82,095.03	87,840.86
ASSISTANT PROFESSOR	6	69,287.59	74,214.63	79,409.85	84,967.94	90,915.72
	7	71,712.46	76,811.45	82,188.11	87,940.26	94,097.85
	8	74,222.52	79,499.78	85,065.76	91,019.85	97,390.42
	9	76,820.92	82,281.19	88,041.22	94,205.14	100,798.16
ASSISTANT PROFESSOR	10	79,510.82	85,162.00	91,123.97	97,502.44	104,327.39
	11	82,293.82	88,142.19	94,313.99	100,914.92	107,979.67
	12	85,171.46	91,228.10	97,614.45	104,445.71	111,756.58
	13	88,154.82	94,421.28	101,031.66	108,101.15	115,669.18
	14	-	-	104,565.62	111,885.95	119,717.45
	18	91,856.00	98,385.92	108,956.25	116,584.22	124,745.44
	25	96,448.57	103,305.07	114,407.06	122,415.25	130,983.51



2100 Chester Avenue
 Bakersfield, CA 93301-4099
 (661) 336-5100

Article 11 - Appendix F

- Bakersfield College
- Cerro Coso College
- Porterville College
- District Office

**REQUEST FOR BOARD ACTION
 CONTRACT ADJUSTMENT FOR
 FACULTY PERSONNEL (PAYROLL 01)**

Employee's Name		
Identification Number		Salary Classification _____ Class _____ Step
CONTRACT ADJUSTMENT		
<input type="checkbox"/> Terms of Contract		
Increase From _____% TO _____% (Percent of Contract) (Beginning Date) (Ending Date)		
Decrease From _____% TO _____% (Percent of Contract) (Beginning Date) (Ending Date)		
Reason for Adjustment: _____		

<input type="checkbox"/> Leave of Absence		
_____ (Type of Leave) (Effective Date) (Percent of Contract)		

<input type="checkbox"/> Resignation _____		
(Effective Date)		

<input type="checkbox"/> Retirement _____		
(Effective Date)		

<input type="checkbox"/> Rescind Previous Action _____		
(Personnel Action to be Rescinded)		

(Date of Board Approved Original Action)		
Approvals	College Human Resources Officer	Date
	College President/Designee	Date
	Chancellor/Designee	Date
	Approved by Board of Trustees	Date

AMENDMENTS TO FACULTY CONTRACTS

Employee Status Report Procedure

When a change in the originally-issued contract occurs as the result of a change in assignment (i.e., resignation, termination, increase or decrease in assignment, addition or deletion of extra service, name change), a **Request for Board Action, Contract Adjustment for Faculty** form is submitted by the College President's office to the Chancellor.

After the Chancellor approves the **Request for Board Action** for an amended contract, a Personnel Report is prepared. A revised contract or other appropriate report will be sent to the faculty member.

The staff member's District Personnel records are revised to reflect this action.

Approved by the Chancellor's Cabinet
September 13, 1979

Revised November 19, 1998



2100 Chester Avenue
 Bakersfield, CA 93301-4099
 (661) 336-5100

Article 11-Appendix H

- Bakersfield College
- Cerro Coso College
- Porterville College
- District Office

Request for Approval of Credit for Salary Advancement

Name	Date of Request
------	-----------------

Please check the appropriate category:

- Academic Course
- Seminars, Workshops or Clinics
- Employment
- Licensure Examination
- Degree Completion

Approval is requested for the following to apply toward advancement in salary class.

Course Number; Title; Seminar; Workshop; Employment; Licensure Category	Units	Institution, Agency or Employer	Dates of Credit Experience (include Completion Date if Available)

Justification: Include courses; seminars; workshops; clinics; employment; or licensure description and relationship to contractual assignment (include attachments) which validate this credit application.

Action on Request	
<input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Approved <input type="checkbox"/> Denied	Appropriate Dean <hr/> College President/Designee <hr/> Associate Chancellor, Personnel (On behalf of District Committee for workshop, employment, licensure plans)
	Date <hr/> Date <hr/> Date

Article 11 Appendix I

**KERN COMMUNITY COLLEGE DISTRICT
 BASIC FACULTY SALARY SCHEDULE
 SUMMER SCHOOL, OVERLOAD, AND OTHER
 NON-CONTRACT SERVICES**

The hourly rate for faculty shall be \$60 per hour.

Weekly Faculty Contact Hours on a Semester Basis	Course Compensation 2010-2011 \$60
.5	\$525.00
1	\$1,050.00
2	\$2,100.00
3	\$3,150.00
4	\$4,200.00
5	\$5,250.00
6	\$6,300.00

Effective Spring Semester 2012, the hourly rate of \$60 per hour will be allocated on the bases of LHE per semester:

<u>LHE on a Semester Basis</u>	<u>Course Compensation \$60</u>
<u>.5</u>	<u>\$525.00</u>
<u>1</u>	<u>\$1,050.00</u>
<u>2</u>	<u>\$2,100.00</u>
<u>3</u>	<u>\$3,150.00</u>
<u>4</u>	<u>\$4,200.00</u>
<u>5</u>	<u>\$5,250.00</u>
<u>6</u>	<u>\$6,300.00</u>

*Another way of calculating LHE rate is as follows:

<u>15 base classes:</u>	<u>1.000 x hourly rate</u>
<u>18 base classes:</u>	<u>0.833 x hourly rate</u>
<u>20 base classes:</u>	<u>0.750 x hourly rate</u>
<u>30 base classes:</u>	<u>0.500 x hourly rate</u>

Appendix I (continued)

Notwithstanding the above, faculty who worked and were paid under the 2010/11 schedule (see above) during the 2011 calendar year will be grandfathered, and implementation of the new schedule will occur as follows:

1. 2011/12 academic year – paid pursuant to the 2010/11 schedule (above)
2. Beginning with the Fall 2012 semester – 25% of the way toward implementation of the new schedule;
3. Beginning with the Spring 2013 semester – 50% of the way toward implementation of the new schedule;
4. Beginning with the Fall 2013 semester – 75% of the way toward implementation of the new schedule;
5. Beginning with the Spring 2014 semester – full (100%) implementation of the new schedule.

The foregoing provision does not apply to faculty working in the following programs: EMTC, MEDS, Nursing, PSYT, RADT, VNRS, Counseling and Library. Faculty in these programs will continue to be paid from the 2010/11 schedule pending a study of their appropriate schedule placement. Upon completion of the review, either party may reopen negotiations on this subject.

Other Non-Contract Services

- The substitute rate shall be thirty dollars (\$30) per hour.
- The proctoring rate shall be eighteen dollars (\$18) per hour
- Hours spent driving to teach a class which is part of load at any other campus, center, or other teaching site more than fifteen (15) miles from his or her regular teaching location, shall be paid at eight dollars (\$8) per hour driving time from the regular location to the assigned teaching site.
- The hourly rate for field trips, test administration, curriculum development, and coordinating evening lecture series or any other non-contract professional services not enumerated above shall be thirty dollars (\$30) per hour.

Article 11 Appendix J

Extra Pay Schedule for Faculty Effective July 2011

Assigned Position	Factor based upon Class I, Step 2 of the Basic Faculty Salary Schedule
<ul style="list-style-type: none"> • Student Newspaper Advisor • Forensics Coach • Director of Athletics • Director of Women’s and co-educational athletics 	.0606
<ul style="list-style-type: none"> • Director of Co-curricular activities with full responsibility (e.g. choral music, instrumental music, and plays) 	.0563
Assigned Position	Reassigned
Planetarium Director	.2 reassigned
Radiologic Technology Director	.4 reassigned + 11 days
Assigned Position	Compensation
Athletic Head Coaches with one (1) seasonal sport	195-day schedule (equivalent to 20 extra days)
Athletic Adjunct Head Coaches with (1) seasonal sport	20 extra days based on Class 1, Step 2 of the Basic Faculty Salary Schedule
Athletic Head Coaches with two (2) different season sports	215-Day Schedule (equivalent to 40 extra days)
Assistant Coaches	\$4,000 stipend
Procedures <ol style="list-style-type: none"> (1) Proposed (new) extra services positions shall be submitted to the Chancellor and Exclusive Representative for agreement prior to requesting approval by the Board of Trustees. (2) Stipends will be authorized for assigned, not voluntary assumption, of responsibilities. (3) The listing of a position does not require that it be filled. (4) When a staff member does not fulfill the duties of the position as defined, the College President or designee may authorize a stipend based on a lower factor. (5) When any of the above positions are assigned to full-time faculty, stipends will be a part of the annual contract unless waived by the Chancellor or designee. (6) Stipends will not be authorized when the faculty member is receiving payment for the same services through another means. (7) In cases where two (2) or more faculty share the responsibilities, the stipend will be proportionally shared (e.g. sharing forensics coaching duties). 	

Article 11 Appendix K

- Bakersfield College
- Cerro Coso College
- District Office
- Porterville College



Kern Community College District
 2100 Chester Avenue
 Bakersfield, CA 93301-4099

Faculty Special Assignment Compensation Agreement

[Compensation for special services is recommended by the College President and Chancellor (or designee), and is approved by the Board of Trustees. For special assignments in addition to regular responsibilities faculty members may receive compensation in addition to their regular salaries.]

Faculty Name	Faculty ID#	Date
Department/Program		Academic Year
FOAPAL		
Assignment Type: <input type="checkbox"/> Project <input type="checkbox"/> Product <input type="checkbox"/> Service <input type="checkbox"/> Contractual		
Deadline or Dates of Service:		
Description/Title of Assignment or Stipend:		
Expectations and criteria to determine completion and success of assignment:		
How will this assignment be evaluated and name of evaluator:	Projected Payment Date(s):	

Appendix K (continued)

Compensation: <input type="checkbox"/> Fee for service or product Amount: \$ _____ <input type="checkbox"/> Reassigned time Amount: \$ _____ <input type="checkbox"/> Overload Amount: \$ _____ <input type="checkbox"/> Contractual Amount: \$ _____	
<p><i>CCA recommends that the faculty member review this agreement with a CCA campus chair.</i></p>	
Faculty's Signature	Date
Educational Administrator's Signature	Date
Vice President's Signature	Date
President's Signature	Date
College HR Manager's Signature	Date
Vice Chancellor, Educational Services' Signature	Date
Please maintain a copy of the form on campus as appropriate. The original will be maintained in the District Human Resources Office and a copy in the District Office of Educational Services.	
<p><i>For District HR Office Use Only</i></p> <p>_____ Board of Trustees' Approval Date</p> <p>_____ Date of Payment</p>	

Regulations for Domestic Partner Coverage Under Health Plans

In order to qualify for domestic partner coverage an active employee/faculty member must satisfy the following eligibility requirements:

- I. File with District Human Resources an Affidavit of Domestic Partnership signed by both partners and notarized. Note that the form imposes additional requirements.
 - A. The employee and his/her domestic partner agree to sign and file with District Human Resources a notarized affidavit form provided by the Kern Community College District (KCCD) as evidence of the domestic partnership.
 - B. If the employee resides in a jurisdiction which permits registration of domestic partners, the employee must also show proof of this registration in order to qualify his/her domestic partner for health benefits; otherwise, the partners must register with the State of California as a family and show proof of such registration.
- II. Application for domestic partner coverage must include all of the above plans in which the employee is presently enrolled; that is, the employee may not choose to enroll the domestic partner under only the dental but not medical and vision, etc.
- III. The employee and his/her domestic partner:
 - A. Must share the same regular and permanent residence for at least twelve (12) consecutive months immediately preceding the application for coverage with KCCD. Proof of residing together may include any one (1) of the following:
 1. Driver's license showing the same address; or
 2. Mortgage documents, deeds, or leases showing both names on the document
 - B. Are financially interdependent and have proven such interdependency by providing documentation of one of the following:
 1. Common ownership of a motor vehicle
 2. A joint bank account
 3. A joint credit card
 4. Joint wills
 5. Joint utility bills
 6. Durable power of attorney for health care
 7. Joint safety deposit box

Appendix L (continued)

- C. Are engaged in an exclusive, committed relationship for mutual support and benefit to the same extent as married persons are committed to one another and intend to stay together indefinitely
 - D. Are jointly responsible to each other for “basic living expense.” Which shall mean the cost of food, shelter, medical care, clothing, and any other expenses supporting daily living (the monetary contribution made by each person toward the expenses need not be in equal shares)
 - E. Are over eighteen (18) years of age
 - F. Are not currently married to other persons
 - G. Are not blood relatives any closer than would prohibit legal marriage in the state of residence
 - H. Are mentally competent to consent to contract
 - I. Have not signed a domestic partner affidavit or declaration with another person or persons within the last twelve (12) months prior to designating each other as domestic partners
- IV. A dependent child of a domestic partner is eligible for coverage only if the child meets one (1) of the following:
- A. The child becomes a legally adopted child of the employee
 - B. The employee retains legal guardianship of such child
 - C. The domestic partner is the natural or adoptive parent or legal guardian of the child and the employee shows proof that such child is not otherwise eligible for health benefits. (Health benefits means health insurance coverage under an employer-sponsored plan or other health insurance coverage partially or fully paid by a party other than the employee or domestic partner.)
- V. Application for coverage
- A. Employees who meet the twelve-month (12-month) requirement in III.A above and all other requirements herein on the original effective date of these Regulations will have thirty-one (31) calendar days to make application for domestic partner coverage. If application is not made within this time, the employee will have to wait for the next open enrollment period to apply for coverage.
 - B. Employees currently employed on the original effective date of these regulations who acquire a domestic partnership in the future which meets all other requirements of these regulations must wait until the relationship has continued for twelve (12) months before applying for coverage, and will have thirty-one (31) calendar days from that date to make the application.

Appendix L (continued)

If application is not made within thirty-one (31) calendar days from the date that the relationship has lasted the twelve (12) months, then the employee must wait until the next open enrollment period to apply.

- C. New employees hired after the original effective date of these regulations who meet the twelve-month (12-month) definition and all other requirements on their date of eligibility [the date of hire, or the date the relationship has lasted for twelve (12) months, whichever is later] will have thirty-one (31) days from the date of eligibility to make application for domestic partner coverage. If application is not made within this time, the employee will have to wait for the next open enrollment period to apply for coverage.
- D. New employees who acquire a domestic partner after the original effective date of these regulations must comply with the provisions of Appendix H.V.B above.
- E. In all of the late enrollment situations described in A through D above, the employee will not be required to wait until the next open enrollment period if the employee can demonstrate that the late application is due to loss of coverage for the domestic partner in a different benefit plan.

VI. Change in Domestic Partnership

- A. The employee must notify the District Human Resources in writing within thirty-one (31) calendar days of any change in the status of a domestic partner relationship.
- B. In the event the facts attested to in the Declaration of Domestic Partnership no longer hold true due to termination of the relationship, change of circumstances, death of the domestic partner, marriage to the domestic partner or any other cause, the employee must file a Declaration of Termination of Domestic Partnership with District Human Resources for adjustment in coverage.
- C. After a termination of an existing domestic partner's coverage, a subsequent affidavit of a new domestic partner cannot be filed until twelve (12) months after written notification of termination has been filed.

Article 11 Appendix M

100% PPO PLANS

Services	Participating Providers
Calendar Year Deductible(s)	See Deductible Options Below
Maximum Co-Insurance	Not applicable
Office Visits	Deductible Waived See office visit co-pays below
Inpatient Hospital Room, Board & Support Services (prior authorization required)	100%
Ambulatory Surgery Center	100%
Emergency Room (non-emergency) Facility Expenses:	XXXXXX \$50 copay 100%
Professional Expenses:	100%
Accident Care (48 hrs) Emergency Room Facility Expenses:	100 co-pay 100%
Professional Expenses:	100%
Surgeon & Anesthetist	100%
Well Baby/Child Preventive Care	Deductible Waived 100%
Routine Preventive Care - Employee & Spouse/Domestic Partner	Deductible Waived 100%
Diagnostic X-Ray & Lab	100%
Cancer Screenings	Deductible Waived. 100%
Physical Medicine (PT, OT, Chiro)	100% (some limits may apply)
Speech Therapy	100%
Acupuncture 12 visits per year	100% up to \$50 per visit
Durable Medical Equipment Rental or Purchase of DME	100%
Hearing Aid (Up to \$700 every 24 months)	100%
Hospice	100%
Ambulance (Ground or Air)	100%
Home Health Care 100 4-hour visits/yr (prior authorization req'd)	100%
Home Infusion	100%
Psychiatric and Substance Abuse Inpatient Outpatient	Subject to Federal Mental Health Parity
Outpatient Prescription Drugs	See Prescription Drug Plans

PLANS	A	A	A	B
Individual/Family Deductible:	\$0	\$0	\$0	\$100/\$300
Office Visit Co-pay	\$0	\$10	\$20	\$10

Rates may be modified or withdrawn if the district self-funds any portion of the PPO deductible.

This is only a brief summary of benefits. For a complete list of benefits, please refer to the plan document.

C
200/400
210

Article 11 Appendix N-1

**Medco Prescription Drug Plans
 2010-2011**

2-Tier Plans			
PLANS	3-15	5-20	7-25
	Retail Mail	Retail Mail	Retail Mail
CO-PAYS			
Generic	\$3 \$3	\$5 \$10	\$7 \$14
Brand	\$15 \$35	\$20 \$50	\$25 \$60
Days Supply	30 90	30 90	30 90

Deductible Plan	Consumer Share Plan
PLANS	PLAN
10-35	5-15-35
*\$200/\$500	Retail Mail
Retail Mail	Retail Mail
BRAND DEDUCTIBLES	CO-PAYS
Individual	Tier 1
Family	Tier 2
\$200	Tier 3
\$500	\$5 \$10
CO-PAYS	\$15 \$35
Generic	\$35 \$80
Brand	Days Supply
\$10 \$25	30 90
\$35 \$90	
Days Supply	
30 90	

*Deductible is per individual up to family maximum. Similar to the medical PPO plans, Medco Rx plans with a deductible do have a last quarter carryover.

Costco \$0 Co-Pay Program for Generic Drugs

This program is available to SISC members on participating drug plans. To take advantage of the \$0 co-pay for generic drugs you need to do the following: 1) Take your prescription for a generic medication to a Costco Pharmacy, 2) Present the pharmacist with your insurance card, 3) Get your generic medication with a \$0 co-pay (excluding some narcotic pain medications and some cough medications). Due to Medicare Part D restrictions, this program does not apply to the CompanionCare pharmacy benefit.

Generic Co-Pays for Diabetic Supplies

SISC recognizes that diabetic patients use several different diabetic supplies each month. These diabetic supplies are only available as brand prescriptions and not generic. Therefore, SISC has designed our pharmacy plans to charge the generic co-payment on these brand only supplies (lancets, test strips and syringes) to help reduce the members monthly cost.

Prilosec OTC \$0 Co-Pay

Prilosec OTC is now available to you through your SISC prescription drug plan with NO co-payment. If you are taking a prescription PPI (either brand name or generic) and want to take advantage of this program, you will need to talk with your doctor about switching to Prilosec OTC. If you are already taking Prilosec, you will still need a new prescription for Prilosec OTC in order to receive this medication at no cost to you through this program. Due to Medicare Part D restrictions, this program does not apply to the CompanionCare pharmacy benefit.

Article 11 Appendix N-2

DELTA DENTAL PPO PLANS
Benefit Summary and 2010-11 Monthly Rates
(Formerly known as Delta Preferred Option)

SERVICES	IN-NETWORK	OUT-OF-NETWORK	
PROVIDER NETWORK	PPO Dentists	Premier Network Dentists	Non-Delta Dentists
ANNUAL DEDUCTIBLE	No deductible	\$25 per member/\$75 per family	
ANNUAL MAXIMUM	Plan maximum selected by district	Limited to \$1,000 regardless of plan maximum	
BASIS OF PAYMENT	Participating Fee Allowance	Usual, Customary and Reasonable	
DIAGNOSTIC & PREVENTATIVE Exams, X-rays, Cleanings & Emergency Treatment	100%	50%	
OTHER BASIC SERVICES Oral Surgery, Fillings, Periodontic Procedures, Root Canals & Sealants	100%	50%	
CROWNS Crowns, Jackets & Cast Restorations	100%	50%	
PROSTHODONTICS Dentures, Bridges, and Implants ¹	50%	50%	

ANNUAL PLAN MAXIMUM:	\$1,500	\$2,000	\$3,000	Unlimited
-----------------------------	----------------	----------------	----------------	------------------

RATES FOR ACTIVE EMPLOYEES ONLY:

Single	\$40.00	\$43.00	\$45.00	\$49.00
Two-Party	\$82.00	\$89.00	\$93.00	\$101.00
Family	\$114.00	\$122.00	\$128.00	\$139.00
Composite	\$80.00	\$110.10	\$90.00	\$98.00

RATES FOR ALL RETIREES:

Single	\$50.00	\$58.00	\$56.00	\$61.00
Two-Party	\$100.00	\$116.00	\$112.00	\$122.00
Family	\$132.00	\$153.00	\$147.00	\$160.00

- The PPO Plan can be offered as a dual choice with one of the traditional Delta Incentive Plans.
 - Members may change from the PPO to the PPO Incentive Plan during open enrollment. If they make this change, their Incentive level will start at 70% for the employee and all dependents.
 - PPO subscribers can use any Delta Specialist (i.e. orthodontist, periodontist, endodontist, oral surgeon).
- ¹Dental Implants - Plan pays 50% up to annual maximum. The Unlimited dental benefit has an annual \$2,000 benefit maximum for dental implants.
- Locate a provider at: www.deltadentalins.com

Article 11 Appendix N-3

DELTA DENTAL PREMIER INCENTIVE PLANS
Benefit Summary and 2010-11 Monthly Rates

SERVICES	IN-NETWORK		OUT-OF-NETWORK
	PPO Dentists	Premier Network Dentists	Non-Delta Dentists
PROVIDER NETWORK			
DIAGNOSTIC & PREVENTATIVE Exams, X-rays, Cleanings & Emergency Treatment	70% 1st Year 80% 2nd Year 90% 3rd Year 100% 4th Year and After	70% 1st Year 80% 2nd Year 90% 3rd Year 100% 4th Year and After	70% UCR 1st Year 80% UCR 2nd Year 90% UCR 3rd Year 100% UCR 4th Year and After
OTHER BASIC SERVICES Oral Surgery, Fillings, Periodontic Procedures, Root Canals & Sealants	70% 1st Year 80% 2nd Year 90% 3rd Year 100% 4th Year and After	70% 1st Year 80% 2nd Year 90% 3rd Year 100% 4th Year and After	70% UCR 1st Year 80% UCR 2nd Year 90% UCR 3rd Year 100% UCR 4th Year and After
CROWNS Crowns, Jackets & Cast Restorations	70% 1st Year 80% 2nd Year 90% 3rd Year 100% 4th Year and After	70% 1st Year 80% 2nd Year 90% 3rd Year 100% 4th Year and After	70% UCR 1st Year 80% UCR 2nd Year 90% UCR 3rd Year 100% UCR 4th Year and After
PROSTHODONTICS Dentures, Bridges, and Implants,	50%	50%	50% UCR
	When using a PPO contracted dentist, the annual maximum will be increased by \$200.	When using a Delta Premier contracted dentist, Delta will pay up to the Annual Maximum elected by the district or bargaining unit.	When using a non-Delta Dentist, Delta will pay Usual, Customary and Reasonable up to the Annual Maximum elected by the district or bargaining unit.

ANNUAL PLAN MAXIMUM:	\$1,000	\$1,500	\$2,000	Unlimited*
-----------------------------	---------	---------	---------	------------

RATES FOR ACTIVE EMPLOYEES ONLY:

Single	\$45.00	\$54.00	\$60.00	\$66.00
Two-Party	\$93.00	\$111.00	\$124.00	\$136.00
Family	\$128.00	\$153.00	\$170.00	\$187.00
Composite	\$89.00	\$108.00	\$120.00	\$131.00

RATES FOR ALL RETIREES:

Single	\$56.00	\$68.00	\$75.00	\$82.00
Two-Party	\$112.00	\$136.00	\$150.00	\$164.00
Family	\$147.00	\$179.00	\$197.00	\$216.00

All SISC Incentive Plans were enhanced to include a PPO advantage. As a result, when the member or dentist accesses benefit information from Delta Dental the subscriber will show active on a PPO plan. This does not mean that their benefits are being reduced in any way. The title of the plan has been changed to include the PPO indicator for network purposes.

¹Dental Implants - Plan pays 50% up to the annual maximum. Unlimited dental benefit has an annual \$2,000 benefit maximum for dental implants.

*If the plan has an Unlimited annual maximum, members will receive 60% coverage for Prosthodontics when using a PPO dentist.

Locate a provider at: www.deltadentalins.com

Article 11 Appendix N-4

United Healthcare Dental
(Pacific Union Dental)
Rates as of October 1, 2011

Because of the complexity of service cost—call Health Benefits at the Human Resources District Office for a PUD brochure

Rates:

Active Employees and District-paid Retirees	Self-paid Retirees
Composite: \$68.25	Composite: \$68.25

Article 11 Appendix N-5

Behavioral Health Plan has been combined with Medical

Article 11 Appendix N-6

**VISION SERVICE PLAN (VSP)
 Active Employees Only
 2010-11 Monthly Rates**

SINGLE CO-PAY PLANS *

Exam & Materials Co-pay \$0 \$5 \$10 \$15 \$20

PLAN A (Exam every 12 months, Lenses & Frames every 24 months)

Single	\$8.70	\$8.00	\$7.70	\$7.20	\$6.40
Two-Party	\$17.40	\$16.00	\$15.40	\$14.40	\$12.80
Family	\$26.10	\$24.00	\$23.10	\$21.60	\$19.20
Composite	\$19.40	\$17.80	\$17.00	\$16.00	\$14.20

PLAN B (Exam & Lenses every 12 months, Frames every 24 months)

Single	\$10.10	\$5.30	\$9.00	\$10.04	\$8.00
Two-Party	\$20.20	\$18.60	\$18.00	\$19.37	\$16.00
Family	\$30.30	\$27.90	\$27.00	\$29.22	\$24.00
Composite	\$22.40	\$20.60	\$19.90	\$17.70	\$17.70

PLAN C (Exam, Lenses and Frames every 12 months)

Single	\$13.00	\$12.00	\$11.60	\$10.90	\$10.30
Two-Party	\$26.00	\$24.00	\$23.20	\$21.80	\$20.60
Family	\$39.00	\$36.00	\$34.80	\$32.70	\$30.90
Composite	\$28.90	\$26.60	\$25.70	\$24.30	\$22.80

DUAL CO-PAY PLANS *

Exam co-pay \$0 \$5 \$10 \$15 \$20
Materials co-pay \$25 \$25 \$25 \$25 \$25

PLAN A (Exam every 12 months, Lenses & Frames every 24 months)

Single	\$6.80	\$6.20	\$5.80	\$5.50	\$4.80
Two-Party	\$13.60	\$12.40	\$11.60	\$11.00	\$9.60
Family	\$20.40	\$18.60	\$17.40	\$16.50	\$14.40
Composite	\$15.00	\$13.80	\$12.90	\$12.20	\$10.70

PLAN B (Exam & Lenses every 12 months, Frames every 24 months)

Single	\$8.20	\$7.40	\$7.30	\$6.80	\$6.40
Two-Party	\$16.40	\$14.80	\$14.60	\$13.60	\$12.80
Family	\$24.60	\$22.20	\$21.90	\$20.40	\$19.20
Composite	\$18.30	\$16.40	\$16.10	\$15.20	\$14.10

PLAN C (Exam, Lenses and Frames every 12 months)

Single	\$10.90	\$10.10	\$9.50	\$8.80	\$8.60
Two-Party	\$21.80	\$20.20	\$19.00	\$17.60	\$17.20
Family	\$32.70	\$30.30	\$28.50	\$26.40	\$25.80
Composite	\$24.30	\$22.40	\$21.20	\$19.50	\$19.10

* Your benefit and co-payment amount renews on January 1.

SUPPLEMENTAL BENEFITS

	<i>Elective Contact Lenses</i>	<i>2nd Pair of Glasses</i>
	<i>\$50 Deductible</i>	<i>\$20 Deductible</i>
Single	\$3.60	\$1.70
Two-Party	\$7.20	\$3.40
Family	\$10.80	\$5.10
Composite	\$8.10	\$3.70

Article 11 Appendix O

KERN COMMUNITY COLLEGE DISTRICT
HEALTH AND DENTAL BENEFITS FOR RETIREES

(See Article 11.O for details)

Groups	Prior to Age 65 Health and Dental Plans	Age 65 and Beyond Health Plan Only
<p><u>Group I</u></p> <p>Retired Between January 3, 1974 and June 30, 1983</p>	<p><u>Five (5) years of service required</u></p> <p>If the employee retired between January 3, 1974 and June 30, 1983, the health and dental plans will be fully paid by the District.</p>	<p><u>Ten (10) years of service required</u></p> <p>If the employee retired between January 3, 1974 and June 30, 1983, the health plan will be fully paid by the District.</p>
<p><u>Group II</u></p> <p>Retired Between July 1, 1983 and June 30, 1988</p>	<p><u>Five (5) years of service required</u></p> <p>If the employee retired between July 1, 1983 and June 30, 1988, the District will contribute toward the plans the same amounts as for active employees.</p>	<p><u>Ten (10) years of service required</u></p> <p>If the employee retired between July 1, 1983 and June 30, 1988, the District will contribute toward the health plan the same amount as for active employees.</p>
<p><u>Group III</u></p> <p>Employees Eligible for Retirement as of June 30, 1988, but who will retire at a later date</p>	<p><u>Five (5) years of service required</u></p> <p>The District will contribute toward the plans the same amounts as for active employees.</p>	<p><u>Ten (10) years of service required</u></p> <p>The District will contribute toward the health plan the same amount as for active employees.</p>
<p><u>Group IV</u></p> <p>Employees not Eligible for Retirement as of June 30, 1988</p>	<p><u>Ten (10) years of service required</u></p> <p>The District will contribute toward the plans the same amounts as for active employees.</p>	<p><u>Fifteen (15) years of service required</u></p> <p>The District will contribute toward the health plan the same amount as for active employees.</p>
<p><u>Group V</u></p> <p>Employees Hired on or After July 1, 1988</p>	<p><u>Fifteen (15) years of service required</u></p> <p>The District's contribution for these plans will not exceed the amount paid on the employee's behalf during the last fiscal year of employment.</p>	<p><u>No District-paid benefits</u></p> <p>The employee may elect health benefits at his/her expense if allowed by the provider.</p>

Approved by the Board of Trustees--July 18, 1991

ARTICLE TWELVE - ABSENCES AND LEAVES

A. Records of employee absences are to be maintained by the District Payroll Office.

B. Leave of Absence/Sick Leave

1. Sick leave shall be granted when an employee is kept from the performance of duties by illness, injury, or quarantine. See **Article Twelve, Appendices A-C** at the end of this Article for the sick leave guidelines and the Academic Absence and Adjunct Faculty and Academic Extra-Pay Absence forms.
2. Every full-time faculty member shall be entitled to ten (10) days' leave of absence for illness or injury or quarantine per year. A day shall be granted for each additional twenty (20) days of assignment under contract or the major portion thereof.
 - a. Employees working less than full-time shall earn days proportional to their assignment.
 - b. Unit members will earn sick leave for teaching extra-pay, extended day, continuing education and summer session classes to be used only for those classes.
 - c. Unused sick leave shall be accumulated.
3. Catastrophic Leave
 - a. Any full-time faculty member may donate a portion of his/her sick leave days to a full-time faculty member who has exhausted his/her accumulated sick leave days. Determination of eligibility to receive catastrophic sick leave donations will be the same as eligibility for the one hundred (100) days of differential pay (Education Code 87786 and CCA contract **Articles 12.B.4** and **12.B.6.a**). See **Article Twelve, Appendices D** and **E** at the end of this Article for the catastrophic leave forms.
 - b. Any transfer of sick days must be in writing. This transfer of sick leave days will be added to the sick faculty member's leave after he/she has exhausted all accumulated sick leave and the one-hundred-day (100-day) differential leave allowed by Education Code 87786 and CCA contract **Articles 12.B.4** and **12.B.6.a**.
 - c. A faculty member may receive up to forty (40) days of donated sick leave per illness/injury.
 - d. Faculty who are contributing to another faculty member's catastrophic leave must maintain a personal sick leave balance of not less than forty (40) days after contributing.
4. The District may require that absence due to illness or injury or quarantine which exceeds three (3) days duration within a thirty-day (30-day) calendar time period be verified by a written statement by a licensed physician indicating the reasons for and length of disability.

Article 12 (continued)

5. A person absent from duty as a result of an industrial accident or illness shall be paid that portion of salary which, when added to temporary disability indemnity, will result in payment to the employee of not more than full salary.
6. After accumulated sick leave, industrial accident and illness leave, and other available leave to which the employee may be entitled has been exhausted, the employee is entitled to additional leave benefits when absent from duties because of illness or accident, whether the absence arises out of or in the course of employment of the employee.
 - a. The additional leave benefit will be paid under the provision of Education Code Section 87786 and will be provided for one hundred (100) days. (See **Article 12, Appendix F** at the end of this Article.) The amount of sick leave pay should be the regular daily salary of the employee less the daily substitute rate, but not less than one-half (1/2) of the regular daily salary.

C. Personal Necessity Leave

1. Earned sick leave to a maximum of seven (7) days each contract year may be used by the employee for personal activities of a compelling nature that cannot be conducted outside of normal work assignment hours. The employee, when possible, will give advanced notice to his/her supervisor so arrangements for coverage of his/her assignment can be made. Personal leave is taken at the election of the employee and not subject to administrative approval.
2. Personal business of a compelling nature that cannot be conducted outside of normal work assignment hours does not include activities that result in payment to the employee for services, or recreation activities.
3. College or District approved activities using the *District Absence/Travel Request/Reimbursement Claim* form do not require use of personal necessity leave.
4. Nothing in this policy shall limit the right of the District to address abuse of leave or excessive use of leave situations in accordance with the provisions of this Agreement.

D. Bereavement Leave

1. Each faculty member may be granted a maximum of three (3) days, or five (5) days if out-of-state travel is required, with pay for bereavement, funeral arrangement, and/or funeral attendance in the event of the death of a member of the immediate family. Members of the immediate family include mother, mother-in-law, father, father-in-law, spouse, son, daughter, brother, sister, grandparents of the employee or spouse, son-in-law, or daughter-in-law of the employee, or any relative to whom, by reason of personal association, the employee is very close.
2. Time off without pay may be granted for attendance at the funeral of a distant relative or close friend.

Article 12 (continued)

E. Emergency Leave

1. Emergency leave is a privilege granted by the Board of Trustees, and its use is limited to severe illness. Employees must expect to provide adequate proof of necessity for emergency leave. The President may grant employees emergency leave after personal necessity leave has been exhausted.
2. For absence due to severe illness or death in the employee's family, no deduction in pay will be made up to a maximum of six (6) days per contract year. Additional time for reasons of travel may be allowed upon the recommendation of the College President.
3. Family is understood to mean, in addition to immediate relatives (mother, father, wife, husband, son, daughter, brother, sister), any other relative living in the home of the employee or any other relative to whom, by reason of personal association, the employee is very close.

F. Disability Pregnancy Leave

1. Each female employee shall be entitled to a disability leave of absence for the period of time she is required to be absent by reason of physical incapacity due to pregnancy, childbirth, or conditions related thereto. This leave is available only to employees who are on current working status. The employee shall be entitled to use her accumulated sick leave and disability benefits allowable under appropriate sections of this agreement on the same basis provided for any other illness, injury, or disability.
2. The period of disability, including the date upon which the leave shall begin, shall be determined by the employee and her physician.
3. A written statement from the employee's physician as to the beginning date of such disability shall be filed with the Chancellor through the College President's office. This date shall be based on the employee's ability to render service in her current assignment.
4. The date of the employee's return to service shall be based on her physician's analysis and written statement of the employee's physical ability to render service and that she is no longer required to remain off duty due to her physical disability.

G. Child Rearing Leave

1. At the request of the faculty member, a reduction in load for an unpaid child rearing leave may be granted to a maximum of twelve (12) months upon approval of the College President, and the Board of Trustees. When child rearing leave is combined with family care leave, a workload of at least fifty percent (50%) for the length of the academic year will ensure that advancement on the faculty salary schedule, tenure progression, and scheduled evaluations will occur. (Refer to **Article 11.N.4** regarding eligibility for benefits.)

Article 12 (continued)

2. If mutually agreed by the employee and the College President, with approval of the Chancellor, an additional time of up to a maximum of twelve (12) months may be granted by the Board of Trustees.
3. Upon return from a child rearing leave, the employee shall be reinstated to the same assignment held at the time the leave was granted or an assignment as near as possible within the District's work requirement.

H. Child Adoption Leave

1. The child adoption leave shall be granted to faculty and shall be without pay. The College President shall be notified of such request in sufficient time to make proper substitute arrangements.
2. The child adoption leave may begin on the date the employee takes custody of the child or any time within one (1) week prior.
3. The leave shall terminate sixty (60) days after the employee has taken custody of the child. The employee may request an extension to the sixty-day (60-day) limit in cases of unusual circumstances as verified in writing by a social worker, pediatrician, or other appropriate professional.

I. Family Care Leave

1. All employees who have completed one (1) year of continuous service for the District shall be entitled to a maximum of six (6) months of unpaid Family Care Leave in a twenty-four (24) month period as provided by law. Family Care Leave is available for the following reasons:
 - Care of the child of the employee following the birth of that child
 - The placement of a child with the employee for adoption or foster/adoption program
 - Serious illness of the child of the employee
 - Care for a parent or spouse who has a serious health condition
 - A serious health condition that makes the employee unable to perform the functions of his/her position
2. The total time provided in Family Care Leave shall include the time provided in Emergency Leave, Disability Pregnancy Leave, Child Rearing Leave and Child Adoption Leave.
3. If the need for Family Care Leave is foreseeable, the employee shall provide the District with reasonable advance notice of the need for the leave.

Article 12 (continued)

4. If the need is foreseeable due to planned medical treatment, the employee shall make a reasonable effort to schedule the treatment to avoid disruption of work schedule.
5. Employees shall be entitled to use sick leave accrued annually to attend to the illness of a child, parent, spouse, or domestic partner. This benefit does not accrue from year to year.
6. The following time constraints shall apply to Family Care Leave.
 - a. Except for special circumstances approved by the Board of Trustees, the leave must be taken in a consecutive time block rather than intermittent.
 - b. If the employee begins the leave five (5) weeks or less before the end of the semester, the employee will delay his/her return until the beginning of the next semester.
7. The Family Care Leave does not constitute a break in service for seniority, longevity, tenure, or salary progression.
8. During the time of the leave, the District will continue to provide health and welfare benefits at the same contribution rate as when the employee is in active status.
9. The District is entitled to recover the cost of health and welfare benefits if the employee does not return from leave.
10. Sick leave shall not be earned during the period of unpaid Family Care Leave.

J. Military Leave

1. Employees are eligible for leaves of absence to serve with the Armed Forces. Such leaves will be granted in compliance with the provisions of Sections 359.02 through 395.4 of the Military and Veterans Code. Additional leave beyond the specified legal minimum may be granted for such personnel in any case where it would be to the advantage of both the District and the employee to grant such a leave.
2. Training periods for members of military reserve units should be scheduled during time school is not in session. If a training period cannot be so scheduled, permission must be obtained from the Board of Trustees after a letter from the military commander has been presented stating alternative training periods are not available.
3. Employees shall provide copies of their military orders to substantiate their request for military leave.

Article 12 (continued)

K. Jury Leave

1. Absence without loss of pay shall be granted to faculty to perform jury duty, to appear as a witness in court other than as a litigant, and to respond to an official order from another governmental jurisdiction for reasons not brought about through connivance or misconduct of the employee.
2. Compensation received by an employee as a member of a jury or witness shall be remitted to the Kern Community College District. Absences for jury duty are to be reported and noted as such.

L. Job Related Accident or Illness

1. Job related accident or illness (industrial accident and industrial illness) is defined as any injury or illness arising out of and in the course of employment.
2. A maximum of sixty (60) days paid leave is available for the same accident or illness during one (1) contract period.
3. The industrial accident or illness leave shall not be accumulated from year to year.
4. When an industrial accident or illness leave overlaps into a new contract period, the employee shall be entitled to only the amount of unused leave due for the same illness or injury.
5. Industrial accident or illness leave shall commence on the first (1st) day of absence.
6. When an industrial accident or illness absence occurs, the employee shall be paid a salary which when added to the Worker's Compensation benefit amount will yield full salary.
7. During a paid leave of absence, the employee shall endorse to the District all Worker's Compensation benefit checks received for industrial accident or illness. The District, in turn, shall issue the employee's appropriate salary warrants and shall deduct normal retirement and other authorized contributions.
8. Upon termination of the industrial accident or illness leave the employee shall be entitled to the benefits of such other leave as may be provided by law or regulations.
9. Any employee receiving benefits as a result of this section shall, during periods of injury or illness, remain within the State of California unless the Board of Trustees authorizes travel outside the State.
10. This leave shall not be considered to be a break in service of the employee.

Article 12 (continued)

M. Long-Term Leave Without Pay

1. Each applicant for a long-term professional leave of absence without pay must have served in a full-time capacity within the District not less than four (4) consecutive years immediately preceding the beginning of the leave period. Leaves following the first (1st) leave shall be based on four (4) additional years of full-time service. Exceptions to this Section may be granted by the Chancellor and the Board of Trustees.
2. Applications for leave must be filed with the Chancellor at least sixty (60) days prior to the beginning of the leave period. Leave may be granted for periods of up to one (1) year. A leave will be granted only when a satisfactory substitute is available.
3. Employees granted a long-term leave without pay for approved training will follow the normal progression on the salary schedule as if they were on active teaching duty. The period of such absence, however, shall not be included in computing six (6) consecutive years of service for sabbatical purposes or in computing total years of service to the District.
4. Exceptions to the four-year (4-year) requirement may be made for a leave involving a specific educational program which is clearly an opportunity for professional growth and a benefit to the college instructional program. Such an educational program shall be developed cooperatively by the college administration, the instructor, faculty chairperson, and the Chancellor.

N. Exchange Teacher Leave

1. A leave to accept a position as an exchange instructor or as a Fulbright Scholar without exchange may be granted on recommendation of the Chancellor. Teacher exchanges may be with other institutions in California or other state or foreign institutions. The Chancellor shall also approve the instructor in exchange. Such leave shall not be considered a break in service to the District.

O. Sabbatical Leaves

1. Sabbatical leaves may be granted to employees for the purpose of improving competence in their professional assignment. Applications for sabbatical leaves must be filed with the Chancellor or designee prior to February 1 of the preceding academic year of the sabbatical. See **Article Twelve, Appendix G** at the end of this Article for the guidelines for approving sabbatical leaves and form. The sabbatical application must be first approved by the College President or designee before the priority process begins. The sabbatical leave decision is not grievable.

Article 12 (continued)

2. Applicants for a sabbatical leave must have served in a faculty assignment with the District not less than six (6) consecutive years preceding the beginning of the leave period. Subsequent leaves following the first (1st) leave shall be based on six (6) additional consecutive years of faculty service prior to the leave.
 - a. Unpaid leaves of absence shall not constitute a break in the continuity of service required for sabbatical leave eligibility. However, unpaid leave time shall not count as a period of service.
 - b. Paid leaves of absence qualify as service to the District.
3. Sabbatical leaves shall be granted in the following categories:
 - a. Retraining Requested by the District--The purpose of retraining leave is to provide an academic employee the opportunity to prepare for reassignment to a different discipline, as defined by the California Community Colleges Board of Governors. Retraining may involve formal course work, research, work experience, or other activity approved by the District.
 - b. College/University Study--A sabbatical leave may be granted to engage in a full load of upper division undergraduate study, or graduate work that improves faculty competency in his/her professional assignment, or in a program approved by the College President or designee. Lower division course work may be taken on approval by the College President or designee.
 - c. Retraining Requested by the Employee--The definition of retraining in **Article 12.O.3.a** shall be applicable.
 - d. Research--Research must focus on either enhancing the academic discipline of the faculty member, or improvement of instructional delivery, or institutional development. This research shall be documented in the sabbatical report. Faculty shall engage in a research program equivalent in time and intensity to that of a full-time study program. Research, whether at an accredited institution, or an outside agency, or independently done, must be approved by the College President or designee.
 - e. Occupational Experience--A sabbatical leave may be granted to engage in renewal of occupational skills or to establish occupational experience in an area approved by the College President or designee. The experience shall approximate a full-time position.
 - 1) Along with the proposal, applicants under this section shall provide a letter from the proposed employer that describes the employment being offered, guarantees it for the period of the sabbatical, and indicates the amount of wages expected to be paid during the employment.

Article 12 (continued)

- 2) A copy of the W-2 form covering the employment, or a statement of earnings from the employer must accompany the sabbatical leave report or be provided by January 31 following the sabbatical.
- f. Travel/Study--A sabbatical leave may be granted for travel/study that will improve the competence of the staff member in his/her professional assignment.
 - 1) A schedule on a weekly basis including dates, places, activities, and a narrative of the benefits to be derived must be submitted with the application.
 - 2) A report, documenting the benefits derived from the study or research that will occur as a result of the travel plan, shall be submitted as part of the sabbatical report.
- g. Creative/Technical--Where the sabbatical proposal includes the preparation of material that requires technical or creative skills (photography, computer software, art, writing, etc.), a brief statement of the experience level of the applicant must be provided as part of the proposal. Where technical equipment is to be used, a brief statement as to the type of equipment and its source must be provided as part of the proposal.
4. Significant changes in approved sabbatical proposals must be filed in advance in writing and be approved by the Chancellor or designee. Significant changes would include, but not be limited to:
 - a. Changes in a travel itinerary that substitute for and/or eliminate more than two (2) weeks of time in the proposal;
 - b. Any changes in the focus of the proposal that would substitute for the activities and goals that were authorized;
 - c. The inclusion of two (2) or more weeks of non-job-related activities other than those incidental to the proposal;
 - d. Substituting institutions of attendance;
 - e. Substituting courses that were not on or parallel to those on the original list; and
 - f. Changes required by illness and/or accident to the employee or his/her immediate family must be accomplished in a reasonable time.
5. Failure to complete an approved sabbatical project, including the required report, shall result in reduction of or reimbursement of sabbatical compensation as determined by the College President or designee.
6. A sabbatical leave may be rescinded by the employee no later than sixty (60) calendar days prior to the leave, but not after a temporary replacement has been hired.

Article 12 (continued)

7. The right of Board approved alternates to replace an employee who has rescinded his/her previously granted sabbatical option shall cease forty-five (45) days prior to the start of the sabbatical leave. Alternates will be notified of the option.
8. A sabbatical leave may be granted for the following periods of time:
 - One (1) semester
 - Academic year (two (2) semesters)
 - Split academic year

A sabbatical leave may be taken in separate semesters rather than for a continuous academic year, provided that the leave for both semesters be completed within a three-year (3-year) period. Any period of service by the individual intervening between the two (2) separate semesters of the leave shall comprise a part of the service required for a subsequent leave.

9. An eligible employee will be compensated on the average fraction of full load carried during the last six (6) years used to establish sabbatical eligibility. The average fraction will be multiplied times the sabbatical percent of compensation times salary in order to determine the salary paid during the time of sabbatical leave. Compensation percentages shall be as follows:
 - a. Retraining shall be compensated at one hundred percent (100%) for one (1) year or semester, as appropriate.
 - b. College and university study, retraining requested by an employee, occupational experience, travel/study, research, creative/technical shall be compensated as follows:
 - One (1) semester--ninety percent (90%)
 - Academic year--sixty percent (60%)
 - Split academic year--sixty percent (60%) per semester
 - c. If creative/technical sabbatical leaves include the development of textbooks, computer programs, etc. with commercial value, the distribution of property rights must be included in a written agreement between the faculty member and the District and included in the sabbatical leave proposal.
10. The total compensation that an employee on leave receives from both the District and from non-District sabbatical related employment during the period of the leave shall not exceed the amount of the contract salary he/she would receive if he/she had continued on active duty in the District. This regulation does not include research or study grants or fellowships from nationally recognized foundations. The Board of Trustees must approve any salary adjustments with respect to grants and fellowships.

Article 12 (continued)

11. Compensation shall be paid in the same manner as if the unit member were on regular duty with the District.
12. No later than sixty (60) calendar days before the beginning date of the sabbatical leave, the unit member will provide a suitable bond guaranteeing that he/she will return to the District to render a period of service which is equal to twice the period of the leave. Failure to provide the bond in timely fashion may be considered cause for the rescinding of the sabbatical leave.
13. Employees who have been granted leave will follow the normal progression on the salary schedule in the same way as if they were on active duty, and the leave period shall be included in computing years of service to the District.
14. Each employee returning from leave shall file a complete and written report which is satisfactory to the College President within ninety (90) calendar days from the date of return to duty. This report shall be submitted to the College President or designee and shall be included in the official personnel file.
 - a. The report shall contain the documentation noted in **Articles 12.O.3** through **12.O.3.g**, an appraisal of the professional value of the activities, and an appraisal of the manner in which the knowledge and experience may be applied for the benefit of the College and its students.
 - b. The report shall constitute a maximum of five percent (5%) of the sabbatical activity.
 - c. Presentation of the sabbatical report to the Board of Trustees and/or faculty may be required.
15. The granting of a leave shall be subject to the procurement of a substitute or some other adjustment in assignment approved by the Chancellor or designee.
16. The maximum number of faculty permitted to be on sabbatical leave shall not exceed seventeen (17) per year.
17. Sabbatical leaves shall be prioritized at each campus following College procedures.
18. At the expiration of leave, the employee shall be reinstated to a faculty position and shall be assigned upon return according to the procedures for assignment. Faculty who are granted leaves for retraining to fill specific staffing needs may be reassigned. The College President or designee shall notify the faculty member of reassignment as early as possible.
19. The governing Board of the District shall be free from any liability for the payment of any compensation of, or on behalf of, damages in case of death or injury or illness of an employee while on sabbatical leave.

Article 12 (continued)

20. The Board of Trustees, at its sole discretion, shall have the right to waive any provision of this Agreement regarding sabbatical leaves providing that (1) such action does not work to the detriment of the employee who receives the waiver, and (2) it is in the District's best interest to make the exception.
21. The Education Code and Title 5 shall govern sabbatical leaves.

P. Short-Term Leaves

1. Employees may be authorized to attend conferences, participate in state conferences and participate in state and national professional organizations related to their subject matter fields when there is clearly an opportunity for professional growth and/or for benefit to the College program.
2. Permission to attend such meetings or conferences may be granted on written request submitted to the Chancellor well in advance of the event. The Chancellor may refer the matter to the Board of Trustees for decision.
3. If the Chancellor or the Board approves the request, a school car may be used for transportation to conferences and/or other pertinent and necessary expenses may be reimbursed.
4. If an employee has advanced authorization to attend a conference or related meeting during days of instruction, a substitute will be provided by the District if needed. No salary deduction will be made.
5. If an employee is requested or directed to attend a conference by the Chancellor or Board of Trustees, all pertinent and necessary expenses will be paid.
6. Ordinarily, employees are not to be excused from duty to attend conferences and meetings of non-school organizations. Exceptions may be made by the Chancellor for those who hold responsible national, state, regional or local offices in groups of a civic or non-political nature. If the employee is granted advance authorization to be absent, a salary deduction shall be made equal to the pay of a substitute.

Q. Conditions for Leaves of Absence

1. Employees shall file a signed statement with the College President or designee for each absence from duty.

Article Twelve Appendix

Article Twelve Appendix

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SICK LEAVE

- (1) Regular sick leave for faculty shall be charged as follows:
 - The accumulated sick leave and/or the current year's sick leave become available annually on the first day of service in the college year.
 - If a faculty member misses a contract day, a full day of sick leave will be charged, regardless of the number of hours of the assignment and the nature of assignment.
 - If a faculty member misses part of the day's assignment, sick leave will be charged at the proportion of the assignment missed is to the full day's assignment.
- (2) Sick leave is **not** earned for per diem days worked. Contract faculty in specially funded programs (i.e., JTPA) may use regular sick leave for per diem days missed because of illness. Sick leave shall be charged as specified above.
- (3) Faculty teaching for extra pay (continuing education, extended day, summer session) shall earn and accrue sick leave to be used **only** for extra-pay classes. It shall be earned at the following rate: one hour of sick leave for each sixteen through eighteen (16-18) hours taught. Sick leave shall be credited upon the completion of a course, but may be used during the course taught.



2100 Chester Avenue
 Bakersfield, CA 93301-4099
 (661) 336-5100

Article 12 – Appendix B

- Bakersfield College
- Cerro Coso College
- Porterville College
- District Office

Academic Absence Report

Identification Number	Employee's Name <i>(Please Print)</i>			
I HEREBY CERTIFY THE FOLLOWING ABSENCE(S) (Employee must immediately complete this form upon return to duty.)				
Employee's Signature	Date	Department/Office		
C O D E	(J) Jury Duty	Date(s)	Code	Hours
	(S) Sick Leave			
	(P) Personal Necessity			
	(WC) Workers' Compensation			
	(B) Bereavement (State Relationship)			
	(U) Unpaid			
(O) Other (Identify)				
Supervisor's Signature	Date	College President's/Designee's Signature	Date	

4/2009
 DO/HR

Original to: KCCD Human Resource/Payroll Office

Copies to: College Human Resources and Employee

Records Retention Code—Class 3, Disposable Records [Form should be destroyed during the third (3rd) year after the fiscal year in which service was completed.]



2100 Chester Avenue
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Article 12 – Appendix C

- Bakersfield College
- Cerro Coso College
- Porterville College
- District Office

Adjunct Faculty and Academic Extra-Pay Absence Report

Identification Number	Employee's Name <i>(Please Print)</i>			
I HEREBY CERTIFY THE FOLLOWING ABSENCE(S) (Employee must immediately complete this form upon return to duty.)				
Employee's Signature	Date	Department/Office		
C O D E	(S) Sick Leave	Date(s)	Code	Hours
	(O) Other (Identify)			

Supervisor's Signature	Date	College President's/Designee's Signature		
		Date		

7/2008
 DO/HR

Original to: KCCD Human Resource/Payroll Office

Copies to: College Human Resources and Employee

Records Retention Code—Class 3, Disposable Records [Form should be destroyed during the third (3rd) year after the fiscal year in which service was completed.]



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Article 12 - Appendix D

- Bakersfield College
- Cerro Coso College
- Porterville College

Catastrophic Leave Request (CCA/NEA Contract Article 12.B.3.a)

Step One	
Faculty Member's Name (or person making the request)	Date
<i>I hereby request donations of sick leave to assist me through this catastrophic period. Attached is a note from my medical practitioner verifying my need to be off work as a result of injury or illness.</i>	
Signature of Faculty Member	Date
Step Two	
<input type="checkbox"/> Approved <input type="checkbox"/> Denied Explanation _____	

Signature of Vice Chancellor, Human Resources	Date

Catastrophic Application Instructions

The faculty member requesting catastrophic leave donations must:

- Complete this form
- Attach a medical practitioner's verification
- Submit form to District Human Resources

Your request will be forwarded to the Vice Chancellor, Human Resources, for approval/denial.



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Article 12 - Appendix E

- Bakersfield College
- Cerro Coso College
- Porterville College

Consent to Donate Sick Leave for Catastrophic Leave

Step One	
Faculty Member's Name (or person making the request)	Date
<i>I hereby authorize the donation of _____ hours of my sick leave to _____, (faculty member's name). I understand this sick leave deduction (in hours) cannot reduce my balance to less than forty (40) days or three hundred and twenty (320) hours [eight (8) hours times forty (40) days].</i>	
Signature of Faculty Member	Date
Step Two—District Office Verification	
Sick Leave Balance as of Date of Request: _____ (hours) After this deduction, the faculty member's sick leave balance exceeds the forty (40) days.	
District Human Resources' Verification Signature	Date
Step Three	
<input type="checkbox"/> Approved <input type="checkbox"/> Denied Explanation _____ _____	
Signature of Vice Chancellor, Human Resources	Date

Kern Community College District Human Resources Operational Guideline

Counting One Hundred (100) Days at Differential Pay

Rules

1. Only working days, not calendar days, count towards the one-hundred-day (100-day).
2. Each day, no matter how many hours are worked, equals one (1) day.
3. Holidays do not count toward the one hundred (100) days.
4. Vacation and Sick Leave do not accrue during the one hundred (100) days.
5. Employees receive the same health benefits during the one hundred (100) days.
6. This one hundred (100) days is intended for long-term illness or injury. Any absence must be verified by a written statement from a licensed physician/practitioner.
7. The employee must have a current physician/practitioner's written statement on file at all times, and a written release to return to work.
8. When the one hundred (100) days differential pay crosses fiscal years (July 1), the employee receives his/her annual allocation of sick leave days to use effective July 1. Subsequently, a new one hundred (100) days of differential pay commences.
9. Full-benefited employees are eligible for the District's long-term disability insurance after being disabled for ninety (90) days. When on the one hundred (100) days at one-half (1/2) pay, the insurance will pay the difference between one-half (1/2) pay and two-thirds (2/3) of pay up to a maximum of two thousand dollars (\$2,000.00) per month. Once the one hundred (100) days is exhausted, the insurance will pay at maximum plan amount.
10. When one hundred (100) days are exhausted, the employee is placed on a Thirty-Nine-Month (39-month) Rehire List.
11. When the doctor determines the employee is no longer sick/injured/disabled (non-work related), he/she is no longer eligible for the one hundred (100) days at one-half (1/2) pay.

Article 12 Appendix G-1

SABBATICAL LEAVES

Sabbatical leave applications shall be forwarded to the Chancellor's Office from the Colleges. Applications for sabbatical leave are then verified by the Office of Personnel Services for eligibility. A listing of sabbatical leave applicants and alternates shall be presented to the Board of Trustees for approval in February.

Notices of approval and bond information shall be sent to the sabbatical leave applicants. Bonds for full semester or academic year sabbaticals must be received by August 30 for ten-month (10-month) contract staff and June 30 for twelve-month (12-month) contract employees. Bonds for spring semester sabbaticals must be received by January 30.

Approved by the Chancellor's Cabinet
September 13, 1979

Revised July 12, 1991



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Article 12 - Appendix G-2

- Bakersfield College
- Cerro Coso College
- Porterville College

Application for Sabbatical/Retraining Leave

Note: Please fill in the designated sections of this form and submit it to the College President or designee. It will then be forwarded to the Chancellor or designee with recommendations for action. You will be notified of the final action taken on the application. Applications for sabbatical/retraining leave must be filed prior to February 1 for request referring to the subsequent year.

Name	(Last)	(First)	(Middle)	Date
Address				Telephone
Assignment				
The undersigned, accepting the provisions of the Education Code of the State of California, Sections 87767-87775, and the regulations of the Kern Community College District described in the Faculty Contract, requests a sabbatical/retraining leave of absence for the following purpose and term:				
Purpose while on sabbatical/retraining (Check one):			Term (Check one):	
<input type="checkbox"/> A. Retraining requested by District (please attach a copy of written request by District) compensation 100%			<input type="checkbox"/> A. Academic year _____ to _____	
<input type="checkbox"/> B. Compensation 60% academic year, 90% one semester, 60% a semester – split academic year			<input type="checkbox"/> B. One semester:	
<input type="checkbox"/> Collegiate study			Fall semester _____ to _____	
<input type="checkbox"/> Research			Spring semester _____ to _____	
<input type="checkbox"/> Retraining			<input type="checkbox"/> C. Split academic year, two non-consecutive semesters	
<input type="checkbox"/> Travel study			Semester _____ to _____	
<input type="checkbox"/> Occupational skill development			Semester _____ to _____	
<input type="checkbox"/> Creative/technical				

Note: See Faculty Contract for description and requirement of all the above categories. Attach a statement giving a detailed description of sabbatical/retraining plans, emphasizing how this plan will improve your competence in your professional assignment. All programs shall approximate full-time commitment.

I have conferred with the applicant about his/her sabbatical/retraining plans.		
_____ (Date)	_____ (Signature of Department/Division Chairperson)	
_____ (Date)	_____ (Signature of Supervising Dean)	
Compensation While on Sabbatical/Retraining Leave		
(Check one)		
<input type="checkbox"/> Compensation monthly while on sabbatical/retraining leave (bond must be posted by applicant prior to the first pay period during the sabbatical/retraining leave).		
<input type="checkbox"/> Compensation to be paid during the first two years of service rendered after the employee's return from leave, one-half of the amount paid each school year.		
I certify that I have read and understand my legal responsibilities as listed in the Faculty Contract.		
_____ (Date)	_____ (Signature of Applicant)	
(Office Use Only) <u>Disposition of Applicant Request</u>		
Number of consecutive years of service _____ Total years in District _____		
<input type="checkbox"/> Application Approved <input type="checkbox"/> Application Approved		
<input type="checkbox"/> Application Not Approved <input type="checkbox"/> Application Not Approved		
	_____ (College President's Signature)	_____ (Chancellor/Designee Signature)
	_____ (Action by Board of Trustees)	_____ (Date)

Revised 4/2009 Distribution of copies: 1-Chancellor/Designee 1-College President 1 Employee

ARTICLE THIRTEEN - LOAD BANKING

Faculty members may bank load in lieu of overload pay. Faculty members are guaranteed the right to withdraw banked load either through cash payout, partial load reduction, or an approved banked-load leave of absence.

A. Load Deposits

1. Faculty electing to bank load must notify the appropriate administrator in writing of the election to bank load, and provide a non-binding load banking and withdrawal plan. The notification and plan shall be provided by the end of the first week of instruction of the overload class.
2. Banked load is accumulated at the assigned load base at which it was earned.
3. Starting January 1, 2005, the maximum amount of banked load a faculty member is allowed to accumulate shall be the equivalent of a 1.5 semester load. Faculty with more than 1.5 semester banked load on January 1, 2005, may retain the load they have banked prior to that date, but may not accumulate additional banked load until their banked load balance is below 1.5.

B. Load Withdrawals

1. Cash Payout--The cash payout rate for banked load shall be at the hourly overload rate at the time of withdrawal. The process for cash payout shall be initiated upon request. Payment will be made following established payroll processes.
2. Load Reduction--By mutual agreement between the faculty member and the appropriate educational administrator, faculty may elect to use banked load to reduce load in any subsequent semester. Faculty shall receive regular pay as if they were assigned a full contract load.
 - a. Partial Load Reduction- Faculty may elect to use banked load to partially reduce load in any subsequent semester. Load reductions in excess of forty percent (40%) must be approved by the College President or designee.
 - b. Banked Load Leave of Absence
 - 1) Tenured faculty members shall be granted a one (1) semester leave of absence with pay when **ALL** of the following conditions have been met:
 - a) The faculty member, faculty chair, and the appropriate educational administrator have discussed the non-binding load banking withdrawal plan.

Article 13 (continued)

- b) The faculty member has submitted a Banked-Load Leave of Absence required form (**Appendix A**) to the educational administrator before September 1 or February 1 of the semester prior to the anticipated leave in order to arrange for an approved substitute(s), as needed. At the request of the faculty member, this deadline may be waived by the College President or designee based upon extenuating circumstances.
 - c) The banked load has been verified by the educational administrator.
 - d) The leave of absence has been approved by the College President, Chancellor, and Board of Trustees.
 - 2) Faculty who submit a banked-load leave request in the semester prior to the anticipated leave will be notified of the leave decision by October 15 or March 15 of the semester before the anticipated leave. Faculty who submit a banked-load leave request at least two semesters prior to the term in which it will be taken will be notified of the leave decision as soon as possible.
3. This leave may be granted one (1) term in a five-year (5-year) period.
4. Upon approval of the College President, this leave may be taken consecutively with a one-semester sabbatical leave within the same academic year.
5. If a leave is denied, the faculty member shall be guaranteed the leave within four (4) semesters following the semester of initial request.
6. Leaves of absence shall be prioritized at each campus following College procedures. These procedures shall be developed in conjunction with Association site representatives.
7. A leave of absence may be rescinded by the employee no later than sixty (60) calendar days prior to the leave, but not after a temporary replacement has been hired. At the request of the faculty member, this deadline may be waived by the College President or designee based upon extenuating circumstances.

See **Appendix A** at the end of this Article for the Load Banking form.

Article Thirteen Appendix

Article Thirteen Appendix

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Article 13 – Appendix A

- Bakersfield College
- Cerro Coso College
- Porterville College

Bank-Load Leave of Absence Request
 (CCA Contract Article 13)

<i>Tenured faculty members must submit this request to the appropriate administrator by September 1 or February 1 of the semester prior to the anticipated leave.</i>	
Faculty Member's Name	Term of Leave Requested
Faculty Member's Signature	Date
Checklist	
The educational administrator has verified that: <ul style="list-style-type: none"> <input type="checkbox"/> The faculty member, faculty chair, and the educational administrator have discussed the non-binding load banking withdrawal plan. <input type="checkbox"/> The faculty member has submitted this request to the educational administrator by September 1 (for the following Spring) or by February 1 (for the following Fall) of the semester prior to the anticipated leave. <input type="checkbox"/> The faculty member has the banked-load sufficient to cover the leave requested. <input type="checkbox"/> At the time this leave will be taken, the faculty member will not have been granted more than one (1) banked-load leave of absence in the previous five-year (5-year) period. 	
Recommendations and signatures (below) of the educational administrator and the College President are required to verify the faculty member is being permitted to utilize a banked-load leave of absence. <p style="text-align: center;"> <input type="checkbox"/> Recommend Approval* <input type="checkbox"/> Do Not Recommend Approval** </p>	
Comments:	Educational Administrator's Signature <hr/> Date
<input type="checkbox"/> Approve* <input type="checkbox"/> Do Not Approve**	
Comments:	College President's Signature <hr/> Date
*If approved, this leave may be rescinded by the employee no later than sixty (60) calendar days prior to the leave, but not after a temporary replacement has been hired. At the request of the faculty member, this deadline may be waived by the College President or designee based upon extenuating circumstances.	
**If denied, the faculty member shall be granted this leave within four (4) semesters following the semester of initial request.	
<u>Notification</u> Faculty who submit a banked-load leave request in the semester prior to the anticipated leave will be notified of the leave decision by October 15 or March 15 of the semester before the anticipated leave. Faculty who submit a banked-load leave request at least two (2) semesters prior to the term in which it will be taken will be notified of the leave decision as soon as possible.	

ARTICLE FOURTEEN - PERSONNEL FILES AND COMPLAINTS

A. Personnel File Contents and Inspection

1. There shall be an official District Personnel File for each faculty member. The material in the official District personnel file shall be considered and used as the only official personnel record of the District in any proceeding affecting the status of the faculty member's employment with the District. Materials in personnel files of employees which may serve as a basis for affecting the status of their employment are to be made available for the inspection of the person involved. Such material is not to include ratings, reports, or records which (1) were obtained prior to the employment of the person involved, (2) were prepared by identifiable examination committee members, or (3) were obtained in connection with a promotional examination.
2. Every employee shall have the right to inspect such materials upon request, provided that the request is made at a time when such person is not actually required to render services to the District.
3. Information of a derogatory nature, except material mentioned in this Section, shall not be entered or filed unless and until the employee is given notice and an opportunity to review and comment thereon. An employee shall have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon. Such review shall take place during normal business hours, and the employee shall be released from non-classroom duty for this purpose without salary reduction.
4. The personnel file shall include, but need not be limited to, records of employment with the District and records of professional evaluation. In addition, such records as educational advancement and pertinent work experience as provided by the faculty member shall be a part of the official District file.
5. A faculty member may forward to the Personnel Office materials for inclusion in the file. All reasonable requests for inclusion of pertinent material in the faculty member's file shall be accommodated. Materials not filed shall be returned to the faculty member.
6. The personnel file shall be kept in a locked file cabinet in the District Personnel Office. The file shall be available for inspection by the faculty member upon written request. An Association representative may, with the written authorization by the faculty member, have access to the respective faculty file.
7. Any item to be placed in the file shall be clearly identified as to its source or originator and its date of receipt by the District.

Article 14 (continued)

8. The faculty member shall have the right to copies of materials within the file except as noted in **Article 14.A.1** above. In the event of disciplinary action against the faculty member, the faculty member, upon request, shall be provided at District expense with a copy of any or all material in the file deemed necessary by the faculty member, except as noted in **Article 14.A.1** above.
9. Anonymous letters shall not be referenced or placed in any faculty member's personnel file.

B. Complaints Against Faculty

1. When complaints against faculty members are filed by students, the complaints shall be resolved through the Student Complaint (Section Four) or Discrimination Complaint (Section Twelve) policies. The complaint must be in writing and signed by the student.
2. When complaints against faculty members are filed by individuals other than students, the appropriate administrator shall confer one-to-one with the faculty member within ten (10) working days. The faculty member shall be notified that (1) a complaint has been made and (2) he or she is entitled to representation by the bargaining agent. All such complaints shall be in writing and signed by the complainant. If the matter is not settled at the Vice President level, the College President or designee may take steps leading to personnel action according to Board Policy and/or law. See **Article Fourteen, Appendix A** for implementation guidelines of employee dismissals/ disciplinary action.
3. All faculty have the right to CCA representation in meetings with College or District administration where faculty reasonably believe that such meetings may lead to disciplinary action.

Article Fourteen Appendix

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Article 14 Appendix A

Employee Dismissals/Disciplinary Action

- (1) When it first comes to the attention of any administrator that an employee's conduct or work performance is sufficiently below standard to warrant consideration for dismissal or other disciplinary action, the administrator will contact the Campus Human Resources Officer.
- (2) It shall be the responsibility of the Campus Human Resources Officer to arrange a meeting to include the following:
 - the immediate supervisor (administrator or unit member) of the employee under question;
 - if not listed above, the administrator in first line of authority;
 - the Campus Human Resources Officer;
 - the District Human Resources Officer; or
 - when warranted, other administrators in line of authority.

The purpose of this meeting will be to evaluate the concerns regarding the employee under consideration and to develop a course of action.

- (3) Until the meeting has taken place, the supervisor should refrain from making comment to the employee about any pending action. This should not be construed as preventing the supervisor from attempting to correct deficiencies in work performance.

ARTICLE FIFTEEN - WORK ENVIRONMENT

The District shall use its best efforts to provide and maintain environments, equipment, and facilities which promote the health and safety of faculty members and which are conducive to teaching and learning.

A. Safety

1. The District will strive to maintain a safe working environment and take prompt corrective action to eradicate all known cases of toxins, hazards, harassment, threats, and violence to the extent mandated by law. The District shall provide for fast and reliable emergency response systems.
2. Any on-the-job condition(s), physical or social, perceived to be unsafe by a faculty member, shall be reported by the faculty member using procedures established and published for each campus.
3. A faculty member shall immediately report any assault in connection with his/her employment to an educational administrator, who shall take timely and appropriate action.
4. The District shall investigate incidences of toxins, hazards, harassment, threats, and violence. The District will take corrective action and file reports to outside authorities to the extent provided by law.
5. The District will inform faculty of known potential physical dangers to the extent required by law.
6. The District Safety Committee shall convene a task force including Association representatives within sixty (60) contract days of ratification of this Agreement to develop a Violence Prevention and Response Program. Program implementation shall begin within one (1) year of initial meeting of the task force.

B. Environment Conducive to Professional Activity

Foreseeable effects on the educational environment shall be considered when planning and scheduling required maintenance, repair, and construction operations. The District will take reasonable steps to mitigate the effects of such operations upon classroom instruction and other educational services.

Article 15 (continued)

C. Student Conduct Problems

A faculty member may suspend a student from his/her class under provisions of Education Code Section 76032.

1. A faculty member may remove a student for the day of the removal and the next class meeting. This action shall be immediately reported to the College President or designee for appropriate action.
2. During the period of removal, a student shall not be returned to the class without the concurrence of the instructor of the class.

D. Labor-Management Communications

The parties agree to establish a labor-management group to meet, using a problem-solving format to consider issues of mutual concern, including but not limited to, sick leave, adjunct faculty reemployment rights, allocation of bargaining unit positions and the faculty evaluation form. Normally, the group will be composed of three (3), but not to exceed five (5) Association representatives and three (3), but not to exceed five (5), District representatives. Meeting dates, locations and other subjects of interest shall be determined by the parties. The Vice Chancellor, Human Resources, will be responsible for overseeing the group. Any agreements reached will be reduced to writing and binding on the parties.

ARTICLE SIXTEEN GRIEVANCE

A. Purpose

1. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, and as rapidly as possible, equitable solutions to problems affecting the compensation or working conditions of unit members and the Association. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
2. No reprisals of any kind shall be taken by the District or by any member or representative of the administration or the Board against any Grievant, any party in interest, any bargaining unit member, the Association, or any other participant in the grievance procedure because of such participation.

B. Definitions

1. A “Grievance” is a claim by one or more unit member(s) or the Association that there has been a violation, misinterpretation, or misapplication of a specific provision(s) of this Agreement. (Informal and formal grievances are defined in Section D of this Article.)
2. A “Grievant” is a unit member(s) specified in **Article 1.B.1** of this Agreement or the Association making the claim.
3. A “day” is any contract day which falls within the academic calendar of the respective college, not including Saturdays and flex days.
4. An “Immediate Educational Administrator” has immediate jurisdiction over the Grievant and is not within the same bargaining unit as the Grievant.

C. Conditions of Grievance Processing

1. The Grievant may be accompanied by an Association representative at both the informal and formal levels of grievance processing.
2. Forms in the grievance process that are personally delivered shall be evidenced by a signed receipt. Forms sent to the last address available in the records of the College and deposited in the United States mail, postage prepaid, return receipt requested, shall be presumed to have been received and read.
3. The Association shall be given copies of any written responses to grievances under this Agreement.

Article 16 (continued)

4. The scope of the Grievance is limited to that stated on the *Formal Statement of Grievance* form.
5. Time Limits
 - a. The time limits specified at each level should be considered the maximum, and every effort should be made to expedite the process. The time limits may, however, be extended in writing by mutual agreement.
 - b. If a bargaining unit member fails to comply with the established time limits at any time during the formal grievance process, that process will be terminated. However, the Grievant will have one opportunity to refile the original grievance within thirty (30) days of the missed deadline.
 - c. If the employer fails to meet the time limits in this Article at the Informal Level, Level 1, or Level 2, the grievance will proceed to the next level.
 - d. When in the event a Grievance is filed but cannot be processed through all the steps of that level by the end of the school year, and if left unresolved harms a Grievant, the time limits will be reduced so that the steps of that level may be completed prior to the end of the school year or as soon as is practicable.
6. All claims involving salary shall be limited to the specific amount of wages earned and salary corrections will be made within the statute of limitation as defined in the Education Code.
7. Time limits for appeal provided at each level shall begin the day following receipt of the written decision by the College/District or the Grievant.
8. All documents dealing with the processing of grievances shall not become part of the official personnel file of the employee.
9. The District and the Association shall share equally the costs of the arbitrator's fees and expenses and the costs of proceedings as determined by the arbitrator for non-termination arbitrations.
10. The District alone shall pay the arbitrator's fees and expenses and the costs of proceedings as determined by the arbitrator for grievances on termination (Education Code Section 87677).

Article 16 (continued)

D. Grievance Resolution Process

1. Informal Resolution of Potential Grievances

- a. The Informal Resolution Process attempts to resolve the problem through an informal conference with the immediate Educational Administrator within sixty (60) days of the time a contract violation is alleged to have occurred and before a written Grievance is filed.
- b. The Grievant or the Association must notify the immediate Educational Administrator that the meeting is an informal conference relating to a possible grievance.
- c. Following the informal conference, the Grievant or the Association may request, within five (5) days, a written acknowledgement of the informal conference and resolution, where applicable.
- d. The immediate Educational Administrator will provide the written acknowledgement within five (5) days using the Informal Grievance Form in the appendix.
- e. If the immediate Educational Administrator does not comply with the request for the acknowledgement and summary of the informal conference, the Grievant or Association may immediately file a Level 1 grievance.

2. Formal Resolution of Grievances

- a. Level 1
 - 1) The Grievant must submit in writing the Statement of Formal Grievance form (**Article Sixteen, Appendix A**) to the immediate Educational Administrator within ten (10) days of the receipt of the written acknowledgement of the informal conference or fifteen (15) days after the request was made. See **Article Sixteen, Appendix C** at the end of this Article for the Level 1 Grievance form.
 - 2) The written Grievance statement shall be a clear, complete, and concise statement of the circumstances creating the grievance and a citation of the specific article(s), section(s), and paragraph(s) of this Agreement that is alleged to have been violated, misinterpreted or misapplied, and shall state the Grievant's contention with respect to the article(s), as well as full name of the Grievant, the date of the alleged occurrence, and the date of the informal conference.

Article 16 (continued)

- 3) The statement also shall state the specific remedy sought by the Grievant.
 - 4) The written Grievance shall be submitted to the immediate Educational Administrator by the Grievant.
 - 5) The immediate Educational Administrator shall conduct an investigation of the Grievance and shall communicate his/her decision to the Grievant in writing within ten (10) days after receiving the Grievance. If the Grievance is not settled in favor of the Grievant, the specific reasons shall be stated.
- b. Level 2
- 1) If the grievance is not resolved with the decision at Level 1, the Grievant may appeal the outcome to the College President or designee within ten (10) days after the decision of the immediate Educational Administrator is given.
 - 2) The written appeal must include a copy of the *Statement of Formal Grievance* form **Article Sixteen, Appendix B** and the decision given by the immediate Educational Administrator at Level 1. It must also cite the specific reason(s) for the appeal. See **Article Sixteen, Appendix D** at the end of this Article for the Level 2 Grievance forms.
 - 3) Within fifteen (15) days after receiving the grievance, the College President or designee shall conduct an investigation and shall communicate his/her decision in writing to the Grievant. If the grievance is not settled in favor of the Grievant, the specific reasons shall be stated.
- c. Level 3
- 1) If the grievance is not resolved at Level 2, the Grievant may appeal the outcome to the Chancellor within ten (10) days after the decision of the College President.
 - 2) The written appeal must include copies of the original grievance and the decisions through Level 1 and Level 2 of this procedure and also cite the specific reasons for this appeal. See **Article Sixteen, Appendix D** for the Level 3 Grievance form.

Article 16 (continued)

- 3) The appeal shall also state the Grievant's election to proceed at Level 3 by either (1) a meeting with the Chancellor or designee or (2) conciliation by the California State Conciliation Service. The election of one option shall exclude the other. The Chancellor or designee may elect to use a conciliator.
 - 4) Where the grievance proceeds by a meeting between the Chancellor or designee and the Grievant, the meeting shall be held within ten (10) days of the filing of the appeal. The Chancellor or designee shall transmit to the Grievant within fifteen (15) days of the meeting a written decision including the reasons for the decision.
 - 5) Where the Grievance proceeds by conciliation, a conciliation session shall be scheduled at the mutual convenience of the parties and the conciliator.
 - a) The conciliator shall attempt to find a mutually acceptable resolution to the Grievance.
 - b) The conciliator shall not issue any public statement of fact or opinion on the issue.
 - c) Conciliation or settlement positions of either party shall not be introduced at any other grievance level.
 - d) The Chancellor or designee shall transmit to the Grievant within fifteen (15) days of the termination of the conciliation a written decision, including the reasons for the decision. If the conciliation has produced a mutually acceptable solution, that solution shall be the Chancellor's or designee's.
 - e) All fees and expenses of the conciliator shall be shared equally by the District and the Association if the Association approves the conciliation in advance. Other expenses shall be borne by the party incurring them.
- d. Level 4
- 1) If the Grievance is not resolved with the decision of the Chancellor or designee within fifteen (15) days, the Grievant may request that the Association proceed to binding arbitration. The District shall be notified of the decision to proceed to binding arbitration within fifteen (15) days of the receipt of the Chancellor or designee's decision.

Article 16 (continued)

- 2) The written appeal must include the original grievance and copies of the decisions through Level 3 of this procedure and cite the reason(s) for this appeal.
- 3) The Board of Trustees and the Association shall concur in the selection of the arbitrator, with the understanding that time is of the essence. If the parties are unable to agree upon an arbitrator within ten (10) days the Association shall file a Demand to Arbitrate with the American Arbitration Association (AAA). The selection of the arbitrator and arbitration hearing shall be conducted under the rules of AAA.
- 4) The arbitrator's decision shall be in writing and shall set forth the findings of fact, reasoning, and conclusions of the issue(s) submitted. The arbitrator shall be without power or authority to make any decision which requires the commission of an act prohibited by law or which violates the terms of this Agreement. However, it is agreed that the arbitrator is empowered to include in any award such financial reimbursement or other remedies as he/she judges to be proper. The decision of the arbitrator shall be submitted to the Association and the Chancellor or designee and will be final and binding on all parties.

Article Sixteen Appendix

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Bakersfield, CA 93301-4099
(661) 336-5100

Article 16 – Appendix A

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Informal Grievance Summary

- The purpose of the grievance procedure is to secure, at the lowest possible administrative level, and as rapidly as possible, equitable solutions to problems affecting the compensation or working conditions of unit members and the Association.
- At the request of the Grievant or Association, the informal grievance conference will be acknowledged on this form and sent to the grievant and Association.

Name of Grievant	Date of Conference
Name of Educational Administrator	
Names of other attendees	
Issue for Informal Grievance:	
Summary of Informal Conference:	
Resolution (if applicable):	
Signature of Educational Administrator	Date



2100 Chester Avenue
 Bakersfield, CA 93301-4099
 (661) 336-5100

Article 16 – Appendix B

- Bakersfield College
- Cerro Coso College
- Porterville College

Faculty Statement of Formal Grievance Coversheet for Grievance File

- The purpose of the grievance procedure is to secure, at the lowest possible administrative level, and as rapidly as possible, equitable solutions to problems affecting the compensation or working conditions of unit members and the Association.
- All relevant original documents will be attached to this cover sheet. Copies will be made for the Grievant and Immediate Educational Administrator.

Name of Grievant	Date of Alleged Occurrence
Name of Educational Administrator	
Indicate the specific article(s), section(s), and paragraph(s) of the Agreement that has been violated	

Please insert the appropriate dates and check off each stage as it is completed. At any point where the grievance is resolved please sign and date the final line.

<p>Level 1 Grievance Process (Between the Faculty Member and the immediate Educational Administrator be filed within ten (10) days of the informal decision)</p> <p><input type="checkbox"/> Date of Level 1 grievance submission _____</p> <p><input type="checkbox"/> Timeline date for completion of the Level 1 grievance _____</p> <p><input type="checkbox"/> Resolution reached. Date _____</p>
<p>Level 2 Grievance Process (Between the Faculty Member and the College President be filed within ten (10) days of the Level 1 decision)</p> <p><input type="checkbox"/> Date of Level 2 grievance submission _____</p> <p><input type="checkbox"/> Timeline date for completion of the Level 2 grievance _____</p> <p><input type="checkbox"/> Resolution reached. Date _____</p>
<p>Level 3 Grievance Process (Between the Faculty Member and the KCCD Chancellor or designee be filed within ten (10) days of the Level 2 decision)</p> <p><input type="checkbox"/> Date of Level 3 grievance submission _____</p> <p><input type="checkbox"/> Timeline date for completion of the Level 3 grievance _____</p> <p><input type="checkbox"/> Resolution reached. Date _____</p>
<p>Level 4 Grievance Process (Arbitration Faculty Member and the College President be filed within 15 days of the Level 3 decision)</p> <p><input type="checkbox"/> Date of Level 4 grievance submission _____</p> <p><input type="checkbox"/> Timeline date for completion of the level 4 grievance _____</p> <p><input type="checkbox"/> Resolution reached. Date _____</p>

Attach final resolution or arbitrator's decision, if arbitration is the final level)
 Original to: Immediate Educational Administrator Copy to: Grievant 7/2005



2100 Chester Avenue
Bakersfield, CA 93301-4099
(661) 336-5100

Article 16 – Appendix C

- Bakersfield College
- Cerro Coso College
- Porterville College

Faculty Grievance: Level 1

Grievant:

College:

Department/Division:

Educational Administrator:

Contract Article(s), section(s) and paragraph(s) alleged to be violated:

Date of Occurrence:

Nature of Grievance (Be Specific):

Adverse Effect Upon Grievant:

Results from Informal Conference:

Date of Informal Conference:

Resolution Sought by Grievant:

Grievant's Signature

Date



2100 Chester Avenue
Bakersfield, CA 93301-4099
(661) 336-5100

Article 16 – Appendix D

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Faculty Grievance: Level 2

Grievant:

College:

Department/Division:

College President/Designee:

A COPY OF THE ORIGINAL GRIEVANCE AND THE DECISION GIVEN BY THE IMMEDIATE EDUCATIONAL ADMINISTRATOR AT LEVEL 1 MUST BE ATTACHED TO THIS FORM.

Reason for Appeal:

Grievant's Signature:

Date

COLLEGE PRESIDENT/DESIGNEE'S RESPONSE

Date Appeal Received:

College President/Designee's Signature:

Date

Title:



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Bakersfield, CA 93301-4099
(661) 336-5100

Article 16 – Appendix E

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Faculty Grievance: Level 3

Grievant:

College:

Department/Division:

A COPY OF THE ORIGINAL GRIEVANCE AND THE DECISIONS THROUGH LEVEL 1 AND 2 MUST BE ATTACHED TO THIS FORM.

Specific Reason for This Appeal:

Election of Grievant to Proceed by (Check One):

- A meeting with the Chancellor or Designee, or
- Conciliation by the California State Conciliation Service

Grievant's Signature:

Date

Original to: Educational Administrator

Copy to: Grievant and Association

7/2005

Addenda

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Addendum 1a

Approved by the Board of Trustees
 December 16, 2010

**BAKERSFIELD COLLEGE
 KERN COMMUNITY COLLEGE DISTRICT
 2011-2012 ACADEMIC CALENDAR**

MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
AUGUST		1	2	3	4	5	6	
9 days of instruction	7	8	9	10	11	12	13	
2 flex days	14	15	16	17	18	19	20	Aug. 18-19- Flex Days
	21	22	23	24	25	26	27	Aug. 22- Instruction Begins, Fall
	28	29	30	31				
SEPTEMBER					1	2	3	
25 days of instruction	4	5	6	7	8	9	10	Sept. 5- Labor Day Holiday
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30		
OCTOBER							1	
26 days of instruction	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30	31						
NOVEMBER			1	2	3	4	5	
23 days of instruction	6	7	8	9	10	11	12	Nov. 11- Veterans' Day Holiday
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	Nov. 24-25 - Thanksgiving Holidays
	27	28	29	30				
DECEMBER					1	2	3	Dec. 5-10 - Final Exams, Fall
9 days of instruction	4	5	6	7	8	9	10	Dec. 10- End of Fall Semester
92 total semester days- Fall	11	12	13	14	15	16	17	Dec. 11-Jan. 15 - Winter Recess
2 flex days	18	19	20	21	22	23	24	Dec. 26-27 - Christmas Recess
94 total semester days- Fall	25	26	27	28	29	30	31	
JANUARY	1	2	3	4	5	6	7	Jan. 2- New Year's Day Observance
14 days of instruction	8	9	10	11	12	13	14	Jan. 13 - Flex Day
1 flex day	15	16	17	18	19	20	21	Jan. 16- Martin Luther King, Jr. Day Holiday
	22	23	24	25	26	27	28	Jan. 16 - Instruction Begins, Spring
	29	30	31					

Bakersfield College 2011-12 Academic Calendar Page 2								
MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
FEBRUARY				1	2	3	4	
23 days of instruction	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	Feb. 17 – Lincoln Day Holiday
	19	20	21	22	23	24	25	Feb. 20 – Washington Day Holiday
	26	27	28	29				
MARCH					1	2	3	
27 days of instruction	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	
APRIL	1	2	3	4	5	6	7	April 2-6 – Spring Recess
19 days of instruction	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30						
MAY – 11 days of instruction			1	2	3	4	5	May 7- May 12 – Final Exams, Spring
1 flex day - Spring	6	7	8	9	10	11	12	May 12 – End of Spring Semester
94 total days of instruction – Spring	13	14	15	16	17	18	19	May 11 – Commencement
95 total semester days – Spring	20	21	22	23	24	25	26	May 21 – Instruction Begins , Summer
189 total days – (2011-12)	27	28	29	30	31			May 28 – Memorial Day Holiday
8 days of instruction, Summer								
JUNE						1	2	
21 days of instruction	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
JULY	1	2	3	4	5	6	7	July 4 – Independence Day Holiday
19 days of instruction	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
48 total days of instruction, Summer	22	23	24	25	26	27	28	July 27 – Summer Session Ends
	29	30	31					
AUGUST				1	2	3	4	
	5	6	7	8	9	10	11	

Addendum 1b

Approved by the Board of Trustees
 December 16, 2010

**CERRO COSO COMMUNITY COLLEGE
 KERN COMMUNITY COLLEGE DISTRICT
 2011-2012 ACADEMIC CALENDAR**

MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
AUGUST		1	2	3	4	5	6	
9 days of instruction	7	8	9	10	11	12	13	
2 flex days	14	15	16	17	18	19	20	Aug. 18-19– Flex Days
	21	22	23	24	25	26	27	Aug. 22 – Instruction Begins, Fall
	28	29	30	31				
SEPTEMBER					1	2	3	
25 days of instruction	4	5	6	7	8	9	10	Sept. 5 – Labor Day Holiday
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30		
OCTOBER							1	
26 days of instruction	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30	31						
NOVEMBER			1	2	3	4	5	
23 days of instruction	6	7	8	9	10	11	12	Nov. 11 – Veterans' Day Holiday
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	Nov. 24-25 – Thanksgiving Holidays
	27	28	29	30				
DECEMBER					1	2	3	Dec. 5-10 – Final Exams, Fall
9 days of instruction	4	5	6	7	8	9	10	
92 total semester days – Fall	11	12	13	14	15	16	17	Dec. 10 – End of Fall Semester
2 flex days	18	19	20	21	22	23	24	Dec. 11-Jan. 15 – Winter Recess
94 total semester days – Fall	25	26	27	28	29	30	31	Dec. 26-Dec. 27 – Christmas Recess
JANUARY	1	2	3	4	5	6	7	Jan. 2 – New Year's Day Observance
14 days of instruction	8	9	10	11	12	13	14	Jan. 13 – Flex Day
1 flex day	15	16	17	18	19	20	21	Jan. 16 – Martin Luther King, Jr. Day Holiday
	22	23	24	25	26	27	28	Jan. 16 – Instruction Begins, Spring
	29	30	31					

Cerro Coso Community College 2011-12 Academic Calendar Page 2								
MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
FEBRUARY				1	2	3	4	
23 days of instruction	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	Feb. 17 – Lincoln Day Holiday
	19	20	21	22	23	24	25	Feb. 20 – Washington Day Holiday
	26	27	28	29				
MARCH					1	2	3	
21 days of instruction	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	March 19-24 – Spring Recess
	25	26	27	28	29	30	31	
APRIL	1	2	3	4	5	6	7	
25 days of instruction	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30						
MAY – 11 days of instruction			1	2	3	4	5	May 7- May 12 – Final Exams, Spring
1 flex day - Spring	6	7	8	9	10	11	12	May 12 – End of Spring Semester
94 total days of instruction – Spring	13	14	15	16	17	18	19	May 11 – Commencement
95 total semester days – Spring	20	21	22	23	24	25	26	May 29 - Instruction Begins, Summer
189 total days – (2011-12)	27	28	29	30	31			May 28 – Memorial Day Holiday
3 days of Instruction, Summer								
JUNE						1	2	
21 days of instruction	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
JULY	1	2	3	4	5	6	7	July 4 – Independence Day Holiday
21 days of instruction	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30	31					
AUGUST -- 3 days of instruction				1	2	3	4	August 3 – Summer Session Ends
48 total days of instruction, summer	5	6	7	8	9	10	11	

Addendum 1c

Approved by the Board of Trustees
 December 16, 2010

**PORTERVILLE COLLEGE
 KERN COMMUNITY COLLEGE DISTRICT
 2011-2012 ACADEMIC CALENDAR**

MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
AUGUST		1	2	3	4	5	6	
9 days of instruction	7	8	9	10	11	12	13	
2 flex days	14	15	16	17	18	19	20	Aug. 18-19– Flex Days
	21	22	23	24	25	26	27	Aug. 22 – Instruction Begins, Fall
	28	29	30	31				
SEPTEMBER					1	2	3	
25 days of instruction	4	5	6	7	8	9	10	Sept. 5 – Labor Day Holiday
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30		
OCTOBER							1	
26 days of instruction	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30	31						
NOVEMBER			1	2	3	4	5	
23 days of instruction	6	7	8	9	10	11	12	Nov. 11 – Veterans' Day Holiday
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	Nov. 24-25 – Thanksgiving Holidays
	27	28	29	30				
DECEMBER					1	2	3	Dec. 5-10 – Final Exams, Fall
9 days of instruction	4	5	6	7	8	9	10	Dec. 10 – End of Fall Semester
92 total semester days – Fall	11	12	13	14	15	16	17	Dec. 11-Jan. 15 – Winter Recess
2 flex days	18	19	20	21	22	23	24	Dec. 26-27 – Christmas Recess
94 total semester days – Fall	25	26	27	28	29	30	31	
JANUARY	1	2	3	4	5	6	7	Jan. 2 – New Year's Day Observance
14 days of instruction	8	9	10	11	12	13	14	Jan. 13 – Flex Day
1 flex day	15	16	17	18	19	20	21	Jan. 16 – Martin Luther King, Jr. Day Holiday
	22	23	24	25	26	27	28	Jan. 16 – Instruction Begins, Spring
	29	30	31					

Porterville College 2011-12 Academic Calendar Page 2								
MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
FEBRUARY				1	2	3	4	
23 days of instruction	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	Feb. 17 – Lincoln Day Holiday
	19	20	21	22	23	24	25	Feb. 20 – Washington Day Holiday
	26	27	28	29				
MARCH					1	2	3	
27 days of instruction	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	
APRIL	1	2	3	4	5	6	7	April 2-6 – Spring Recess
19 days of instruction	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30						
MAY – 11 days of instruction			1	2	3	4	5	May 7- May 12 – Final Exams, Spring
1 flex day - Spring	6	7	8	9	10	11	12	May 12 – End of Spring Semester
94 total days of instruction – Spring	13	14	15	16	17	18	19	May 11 – Commencement
95 total semester days – Spring	20	21	22	23	24	25	26	May 21 – Instruction Begins, Summer
189 total days – (2011-12)	27	28	29	30	31			May 28 – Memorial Day Holiday
7 days of instruction, Summer								
JUNE						1	2	
16 days of instruction	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
JULY	1	2	3	4	5	6	7	July 4 – Independence Day Holiday
15 days of instruction	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
38 total days of instruction - Summer	22	23	24	25	26	27	28	July 26 – Summer Session Ends
	29	30	31					
AUGUST				1	2	3	4	
	5	6	7	8	9	10	11	

DISCIPLINES REQUIRING A MASTER'S DEGREE

These disciplines lists must be used in conjunction with the Board of Governors minimum qualifications regulations (Title 5 Sections 53400-53430). Applicable rules specified in Title 5 include the following:

- Degrees and credits generally must be from accredited institutions (Section 53406).
- An occupational license or certificate is required in certain instances (Section 53417).
- A district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate (Section 53430).

Title 5 regulations also specify minimum qualifications for additional faculty members, including health services professionals, non-credit instructors, apprenticeship instructors, DSP&S personnel, EOPS personnel, learning assistance and tutoring coordinators, and work experience coordinators.

Whenever this list mentions a master's degree, any degree beyond the master's would also satisfy that qualification.

Under each of the disciplines below, the phrase 'OR the equivalent' refers to the possibility of hiring faculty who do not possess the exact degrees listed, under a local process developed and agreed upon by representatives of the governing board and the academic senate, as provided for in *Education Code* Section 87359 and Title 5 Section 53430.

Further, these lists only reflect the statewide minimums for persons to be considered qualified to teach in a discipline. Each district may establish additional qualifications which are more rigorous than those listed herein.

Discipline

Areas also included in the discipline

Accounting:

Master's in accountancy or business administration with accounting concentration **OR** Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis **AND** Master's in business, business administration, business education, taxation, or finance **OR**
The equivalent

(NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

Agriculture:

Master's in agriculture, agriculture sciences or education with a specialization in agriculture **OR** Bachelor's in any of the above **AND** Master's in agriculture business, natural resources, animal science, plant science, soil science, forestry, pomology, agricultural engineering, environmental horticulture, agronomy, *viticulture* or enology **OR** The equivalent

Anthropology:

Master's in anthropology or archaeology **OR** Bachelor's in either of the above **AND** Master's in sociology, biological sciences, forensic sciences, genetics or paleontology **OR**

Art:

Master's in fine arts, art, or art history **OR** Bachelor's in any of the above **AND** Master's in humanities **OR** The equivalent

(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing, or other non-plastic arts.)

Astronomy:

See Physics/Astronomy

Biological Sciences:

Master's in any biological science **OR** Bachelor's in any biological science **AND** Master's in biochemistry, biophysics, or marine science **OR** The equivalent

Business:

Master's in business, business management, business administration, accountancy, finance, marketing, or business education **OR** Bachelor's in any of the above **AND** Master's in economics, personnel management, public administration, or JD or LL.B. degree **OR** Bachelor's in economics with a business emphasis **AND** Master's in personnel management, public administration, or JD or LL.B. degree **OR** The equivalent

Business Education:	Master's in business, business administration, or business education OR Bachelor's in any of the above AND Master's in vocational education OR The equivalent
Chemistry:	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR The equivalent
Child Development/ Early Childhood Education:	Master's in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, educational psychology with a specialization in child development/early childhood education OR Bachelor's in any of the above AND Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR The equivalent
Communication Studies: (Speech Communications)	Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication OR Bachelor's in any of the above AND Master's in drama/theater arts, mass communication, or English OR The equivalent
Computer Science:	Master's in computer science or computer engineering OR Bachelor's in either of the above AND Master's in mathematics, cybernetics, business administration, accounting or engineering OR Bachelor's in engineering AND Master's in cybernetics, engineering, mathematics, or business administration OR Bachelor's in mathematics AND Master's in cybernetics, engineering, mathematics, or business administration OR Bachelor's degree in any of the above AND a Master's degree in information science, computer information systems, or information systems OR The equivalent

(NOTE: Courses in the use of computer programs for application to a particular discipline may be classified, for minimum qualifications purposes, under the discipline of the application.)

Counseling:	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling, OR The equivalent <i>(NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)</i>
Dance:	Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR The equivalent
Dietetics:	See Nutritional Science/Dietetics
Drama/Theater Arts:	Master's in drama/theater arts/performance OR Bachelor's in drama/theater arts/performance AND Master's in comparative literature, English, speech, literature, or humanities OR The equivalent
Earth Science:	Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR The equivalent
Ecology:	Master's in ecology or environmental studies OR The equivalent OR See Interdisciplinary Studies
Economics:	Master's in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science OR The equivalent
Education:	Master's in education OR The equivalent
Engineering:	Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry, or geology OR The equivalent

(NOTE: A Bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

Engineering Technology:

Master's in any field of engineering technology or engineering **OR** Bachelor's degree in either of the above **AND** Master's degree in physics, mathematics, computer science, biological science, or chemistry, **OR** Bachelor's degree in industrial technology, engineering technology or engineering **AND** a professional engineer's license **OR** The equivalent

English:

Master's in English, literature, comparative literature, or composition **OR** Bachelor's in any of the above **AND** Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism **OR** The equivalent

ESL:

Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis **OR** Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate **AND** Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language **OR** The equivalent

Ethnic Studies:

Master's in the ethnic studies field **OR** The equivalent **OR** See Interdisciplinary Studies

Family and Consumer and Studies/Home Economics:

Master's in family and consumer studies, life management/home economics, or home economics education **OR** Bachelor's in any of the above **AND** Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration **OR** The equivalent

Film Studies:

Master's degree in film, drama/theater arts, or mass communication **OR** Bachelor's degree in any of the above **AND** Master's degree in media studies, English, or communication **OR** The equivalent

Foreign Languages:	Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another language or linguistics OR The equivalent
Geography:	Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR The equivalent OR See Interdisciplinary Studies
Gerontology:	Master's in gerontology OR The equivalent OR See Interdisciplinary Studies
Health:	Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR Bachelor's in any of the above AND Master's in public health, or any biological science OR The equivalent
Health Services Director/ Health Services Coordinator/ College Nurse:	Minimum Qualifications for these faculty members specified in Title 5 Section 53411.
History:	Master's in history OR Bachelor's in history AND Master's in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR The equivalent
Humanities:	Master's in humanities OR The equivalent OR See Interdisciplinary Studies
Instructional Design/ Technology:	Master's in instructional design/technology OR The equivalent
Interdisciplinary Studies:	Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline
Journalism:	Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR The equivalent

Law:	JD or LL.B. <i>(NOTE: Courses in aspects of law for application to a particular discipline may be classified, for minimum qualifications purposes in the discipline of the application.)</i>
Learning Assistance Instructors:	Minimum Qualifications for these faculty members are specified in Title 5 Section 53415.
Library Science:	Master's in library science, library and information science, OR The equivalent
Linguistics:	Master's in linguistics or applied linguistics OR Bachelor's in linguistics AND Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language OR The equivalent
Management:	Master's in business administration, business management, business education, marketing, public administration, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR The equivalent
Marketing:	Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR The equivalent
Mass Communication:	Master's in radio, television, film, mass communication, or communication, journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication, communication <i>studies</i> , business, telecommunications, or English OR The equivalent
Mathematics:	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR The equivalent
Music:	Master's in music OR Bachelor's in music AND Master's in humanities OR The equivalent
Nursing:	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR The equivalent OR The minimum qualifications as set by the Board of Registered Nursing, whichever is higher

Nutritional Science/Dietetics:	Master's in nutrition, dietetics, or dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR The equivalent <i>(NOTE: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)</i>
Philosophy:	Master's in philosophy OR Bachelor's in philosophy AND Master's in humanities or religious studies, OR The equivalent
Photography:	Master's in photography, fine arts, or art OR Bachelor's in any of the above AND Master's in art history or humanities OR The equivalent
Physical Education:	Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR The equivalent
Physical Sciences:	See Interdisciplinary Studies
Physics/Astronomy:	Master's in physics, astronomy, or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology, or geophysics OR The equivalent
Political Science:	Master's in political science, government, public administration, or international relations OR Bachelor's in any of the above AND Master's in economics, history, social science, sociology, any ethnic studies, JD, or LL.B. OR The equivalent

Psychology:	Master's in psychology OR Bachelor's in psychology AND Master's in counseling, sociology, statistics, neuroscience, or social work OR The equivalent
Reading:	Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR The equivalent
Recreation Administration:	Master's in recreation administration or physical education OR Bachelor's in either of the above AND Master's in dance, gerontology, or public administration, OR The equivalent
Religious Studies:	Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR The equivalent
Social Science:	Master's in social science OR See Interdisciplinary Studies
Sociology:	Master's in sociology OR Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR The equivalent
Special Education:	Minimum Qualifications for these faculty members are specified in Title 5 Section 53414.
Speech Communication:	<i>See Communication Studies.</i>
Theater Arts:	See Drama/Theater Arts
Women's Studies:	Master's in women's studies OR The equivalent OR See Interdisciplinary Studies

Addendum 2b

**DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY EXPECTED OR
AVAILABLE**

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Please see other notes at the beginning of "Disciplines Requiring A Master's Degree."

The list of "areas also included in the discipline" is not exhaustive. Only those areas are included for which it might not be clear otherwise whether they were intended to be included.

Discipline

Areas also included in the discipline

**Addiction Paraprofessional
Training:**

Administration of Justice: Police science, corrections, law enforcement

Aeronautics: Airframe and powerplant, aircraft mechanics aeronautical engineering technician, avionics

**Agricultural Business and
Related Services:** Inspection, pest control, food processing/meat cutting

Agricultural Engineering: Equipment and machinery, farm mechanics

Agricultural Production: Animal science, plant science, beekeeping, aquaculture

**Air Conditioning, Refrigeration,
Heating:** Solar energy technician

**Animal Training and
Management:** Exotic animal training

Appliance Repair: Vending machines

Archaeological Technology:

Architecture:

Athletic Training:	<i>(Note: This discipline listing applies only to instructors teaching apportionment generating courses in the subject of athletic training. Non-apportionment-generating athletic training activity is not subject to minimum qualifications.)</i>
Auto Body Technology:	Antique and classic auto restoration
Automotive Technology:	
Aviation:	Flight, navigation, ground school, air traffic control
Banking and Finance:	
Barbering:	
Bicycle Repair:	
Bookbinding:	
Broadcasting Technology:	Film making/video, media production, radio/TV
Building Codes and Regulations:	Inspecting of construction, building codes, contractor training
Building Maintenance:	
Business Machine Technology:	
Cabinet Making:	
Cardiovascular Technology:	
Carpentry:	
Ceramic Technology:	
Coaching:	
Commercial Art:	Sign making, lettering, packaging, rendering
Commercial Music:	
Computer Information Systems:	Computer network installation, microcomputer technology, computer applications

Computer Service Technology:

Construction Management:

Construction Technology:

Cosmetology:

Court Interpreting:

Court Reporting:

**Culinary Arts/Food
Technology:**

Food service, meat cutting, baking, waiter/waitressing, bar
tending

Dental Technology:

Dental assisting, dental hygiene

**Diagnostic Medical
Technology:**

Diagnostic medical sonography, neurodiagnostic
technology, polysonographic technology

Diesel Mechanics:

Dietetic Technician:

Drafting:

*CADD (Computer Aided Drafting/Design), CAD (Computer
Aided Design), CAD (Computer Aided Drafting)*

Electricity:

Electrical power distribution

**Electromechanical
Technology:**

Industrial mechanical technology

Electromicroscopy:

Electronics:

Electronic Technology:

Radio, television, computer repair, avionics

Electroplating:

**Emergency Medical
Technologies:**

Engineering Support:

Surveying, engineering aides

Environmental Technologies:

Environmental hazardous material technology, hazardous

material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment

Equine Science: Equine training, equitation, farrier science, pack horse management

Estimating:

Fabric Care: Laundry and dry cleaning

Fashion and Related Technologies: Merchandising, design, production

Fire Technology:

Flight Attendant Training:

Fluid Mechanics Technology:

Folk Dance:

Forestry/Natural Resources: Range management soil, air and water resources; fish/wildlife management; parks and recreation

Furniture Making:

Graphic Arts: Desktop publishing

Gunsmithing:

Health Care Ancillaries: Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy

Health Information Technology: Medical record technology

Heavy Duty Equipment Mechanics:

Hotel and Motel Services:

Industrial Design:

Industrial Maintenance:

Industrial Relations:

Industrial Safety:

Industrial Technology: Foundry occupations

Insurance:

Interior Design:

Janitorial Services:

Jewelry:

Labor Relations:

Legal Assisting: Paralegal

Library Technology:

Licensed Vocational Nursing:

Locksmithing:

Machine Tool Technology: Tool and die making

Manufacturing Technology: Quality control, process control

Marine Diving Technology:

Marine Engine Technology:

Martial Arts/Self-Defense:

Masonry: Concrete, cement work, bricklaying

**Materials Testing
Technology:** Destructive testing or nondestructive examination

Media Production: Also see Broadcasting Technology

Medical Instrument Repair:

Mining and Metallurgy:	Oil field operations
Mortuary Science:	
Motorcycle Repair:	
Multimedia:	
Music Management:	
Music Merchandising:	
Musical Instrument Repair:	
Nursing Science/ Clinical Practice:	
Occupational Therapy Assisting:	
Office Technologies:	Secretarial skills, office systems, word processing, computer applications, automated office training
Ornamental Horticulture:	Landscape horticulture, design, maintenance, landscape architecture, floristry, floral design
Pharmacy Technology:	
Photographic Technology/ Commercial Photography:	
Physical Therapy Assisting:	
Piano Tuning and Repair:	
Plastics:	
Plumbing:	
Printing Technology:	Typography, composition, printing
Private Security:	Security management, safety/accident control, hazardous substance management crime prevention
Prosthetics and Orthotics:	

**Psychiatric Technician:
Public Relations:**

Radiological Technology:

Radiation Therapy:

Real Estate:

Registered Veterinary Technician:

Rehabilitation Technician:

Respiratory Technician:

Respiratory Technologies:

Restaurant Management:

Retailing: Purchasing, merchandising, sales

Robotics: Computer integrated manufacturing

**Sanitation and Public Health
Technology:**

Search and Rescue:

Sheet Metal:

**Ship and Boat Building and
Repair:**

Shoe Rebuilding:

Sign Language, American:

**Sign Language/
English Interpreting:**

Small Business Development: Entrepreneurship

Small Engine Mechanics:

Stagecraft:

Steamfitting:

Surgical Technology:

Telecommunication Technology:

Transportation:

Travel Services: Dispatching

Upholstering:

Vision Care Technology:

Watch and Clock Repair:

Welding:

Addendum 3a

**MINORITY STUDENT MENTORING PROGRAM
GENERAL GUIDELINES**

- (1) The faculty mentor shall satisfy the following requirements and others as developed by the mentor and the student.
 - (a) The faculty mentor shall, in meetings with the student, review all of the following:
 - placement test scores and implications
 - anticipated course work by semester and/or summer session
 - financial options for college
 - outside employment and implications
 - special interest in college-related activities
 - hobbies, interests and unique skills
 - family encouragement for education
 - long-term educational goals
 - (b) The faculty mentor shall meet as appropriate with the student's academic advisor/counselor.
 - (c) The faculty mentor shall confer with the student at the mid-point of each semester regarding academic progress.
 - (d) The faculty mentor shall confer with the student at the end of each semester about academic progress and course work for the next term.
 - (e) The faculty mentor shall discuss with the student his/her educational plans.
 - (f) The faculty mentor shall be available to the student for conferences at the student's request.
 - (g) The faculty mentor, when appropriate, shall be involved with the student in college-related activities.
- (2) The faculty mentor shall review his/her mentoring assignment with the President/designee.
- (3) A faculty member may be a mentor to only one (1) student at any given time.



2100 Chester Avenue
Bakersfield, CA 93301-4099
(661) 336-5100

Addendum 3b

- Bakersfield College
- Cerro Coso College
- Porterville College

FACULTY REQUEST TO PARTICIPATE MINORITY STUDENT MENTORING PROGRAM

Faculty Mentor: _____ Home Telephone: _____

College: _____ Office Telephone: _____

STUDENT INFORMATION

Name: _____ Identification Number: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone No.: (____) _____ Birthdate: _____

High School: _____ Graduation Date: _____

Major Area of Study: _____

Occupational Preference: _____

Anticipated Date of Transfer to a Four-Year Institution: _____

Special Interests and Hobbies:

College Activities:

STUDENT

I agree to participate in the minority student/mentoring program.

Signature

Date

FACULTY

I agree to serve as a faculty mentor.

Signature

Date

President/Designee Approval

Signature

Date



2100 Chester Avenue
Bakersfield, CA 93301-4099
(661) 336-5100

Addendum 3c

- Bakersfield College
- Cerro Coso College
- Porterville College

FACULTY REQUEST FOR COMPENSATION MINORITY STUDENT MENTORING PROGRAM

Five hundred dollars (\$500)

OR

Three (3) units of credit toward salary advancement

I certify the following requirements have been satisfied and that _____ (Student) has completed his/her course work and has transferred to a four-year institution:

(1) The faculty mentor working with the student, reviewed all of the following:

- a) placement test scores and implications
- b) anticipated course work by semester and/or summer session
- c) financial options for college
- d) outside employment and implications
- e) special interest in college related activities
- f) hobbies, interests and unique skills
- g) family encouragement for education
- h) long-term educational goals

(2) The faculty mentor conferred with the student at the midpoint of each semester regarding academic progress.

(3) The faculty mentor conferred with the student at the end of each semester about academic progress and course work for the next term.

(4) The faculty mentor discussed with the student his/her educational plans.

(5) The faculty mentor was available to the student for conferences at the student's request.

(6) As appropriate, the faculty mentor was involved with the student in college-related activities.

Faculty Mentor's Signature

Date

Student's Signature

Date

President/Designee's Signature

Date

Addendum 4

MILEAGE PAYMENTS TO FACULTY

(1) Mileage will be paid at the District's established rate to:

- Contract or regular faculty whose assignment as part-of-load is at a site sufficiently removed from the regularly assigned location as to require the use of an automobile. The distance to be claimed is to be established by the College Administration after consultation with the employee.
- Contract or regular faculty whose assignment for extra-pay is at a site more than fifteen (15) miles from his/her regularly assigned location. The distance to be claimed is to be established by the College administration after consultation with the employee. (See note at bottom of page)
- Part-time hourly faculty who agree to teach a class at a site more than fifteen (15) miles from the main campus or center. The distance to be claimed is to be established by the College administration after consultation with the employee. (See note at bottom of page)

NOTE: *Exceptions to this procedure will be determined by the College administration if the employee's place of residence is closer than fifteen (15) miles to the teaching site, and if, in fact, the employee is driving from his/her residence rather than from the main campus.*

Approved by the Chancellor's Cabinet
December 9, 1986

Revised February 10, 1987
Revised November 19, 1998

Memorandum of Understanding

Addendum 5

The Kern Community College District ("KCCD") and the Kern Community College District Faculty Association ("CCA") hereby enter into this Memorandum of Understanding ("MOU") to preserve the parties' rights to possibly afford and receive an additional two years of service credit and two years of age to increase the age factor as early retirement incentives specified in Education Code sections 22714.5 and 87488.1. The parties acknowledge that the exclusive purpose of this MOU is to designate a conditional early retirement window period by January 1, 2005 to meet the legally required deadline. The parties acknowledge that this MOU does not represent a commitment by KCCD to offer any early retirement incentive and that this MOU should be construed accordingly.

KCCD and CCA agree to the following window periods:

March 19, 2007 through April 20, 2007


March 19, 2009 through April 20, 2009

Prior to opening the window period specified above, KCCD and CCA must, by written agreement, approved by the Board of Trustees, agree to the following:

- (1) The conditions to opening the above-specified window period;
- (2) A net cost savings will result to KCCD by offering this early retirement incentive;
- (3) The Board of Trustees of KCCD determines that offering this early retirement incentive is in the District's best interests;
- (4) All legal requirements are met and approval is obtained from the State Chancellor's Office, STRS and all other agencies as required by law;
- (5) The calculations/methodology for determining whether or not a net cost savings will result to KCCD from opening the above-specified window period and affording the two additional years of service credit and two years of age to increase the age factor for eligible faculty members; and
- (6) The cost savings in opening the window period and affording the early retirement incentives shall result in a net cost savings to KCCD that is greater than that which would otherwise result from normal faculty retirements without any other type of contractual or statutory early retirement incentives.

KCCD and CCA acknowledge that if no written agreement is executed between the parties at least thirty (30) days before the window period specified above, then that window period shall not be opened and KCCD shall not be obligated to offer this early retirement incentive.

The parties further understand and agree that this MOU shall be effective only upon ratification by the Board of Trustees of the Kern Community College District.



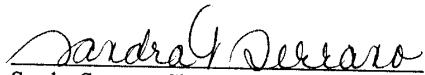
Kate Pluta
President, KCCD CCA/CTA/NEA

Date: 12/10/04



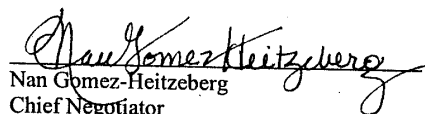
Janet Fulks, Chief Negotiator,
KCCD CCA/CTA/NEA

Date: 12/10/04



Sandra Serrano, Chancellor
Kern Community College District

Date: 12.10.04




Nan Gomez-Heitzeberg
Chief Negotiator


Date: 12/10/04

Addendum 6


**Agreement Between The Kern Community College District and
KCCD/CCA/CTA/NEA July 1, 2011 – June 30, 2014**

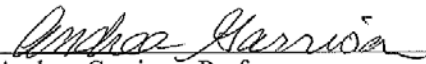
For Kern Community College District:



Mr. Bruce Barsook
Attorney – Chief Negotiator

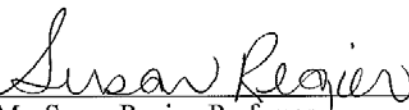

Mr. Ibrahim "Abe" Ali
Vice Chancellor, KCCD Human Resource

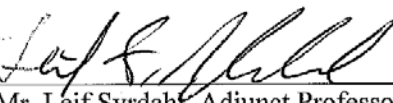
For KCCD CCA/CTA/NEA


Mary O'Neal, Professor
CCA President and Negotiator
Cerro Coso Community College


Andrea Garrison, Professor
CCA Chief Negotiator
Bakersfield College


Ms. Lora Larkin, Professor
CCA Negotiator, Bakersfield College


Ms. Susan Regier, Professor
CCA Negotiator, Porterville College


Mr. Leif Syrdahl, Adjunct Professor
CCA Negotiator, Porterville College

RATIFIED, EXCLUSIVE REPRESENTATIVE ON: December 9, 2011

RATIFIED, BOARD OF TRUSTEES ON: December 15, 2011

EFFECTIVE JULY 1, 2011

Addendum 7

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by BAKERSFIELD COLLEGE and KERN COMMUNITY COLLEGE COMMUNITY COLLEGE ASSOCIATION/NEA.

I. Conversion of Faculty Director Positions to Management Positions at Bakersfield College

Both parties agree that the faculty positions discussed in this MOU will be converted to management on the schedule described, contingent upon maintenance of the Full Time Faculty Obligation and the conditions below. All positions will be pointed immediately to determine salary grade on the confidential management salary schedule. This information will be made available to faculty currently holding these positions.

- A) The Director of Disabled Students Programs and Services, currently a vacant faculty position, will convert to management immediately.
- B) The positions listed below will remain faculty positions until the individuals currently holding them voluntarily vacate the positions or request that the positions become management (but not to exceed two positions per year unless approved by the college president).
 - 1. Director, Public Safety Training/Public Safety Security
 - 2. Director, Extended Opportunity Program and Services (EOP&S)
 - 3. Director, Work Experience


Faculty in these positions who request that their position become management will be compensated at their July 1, 2004, 175-day faculty salary and remain at that salary until the management salary schedule equals that amount.

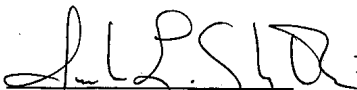
II. Department Chairs

The department chairs listed below will be elected according to Academic Senate practice. All chairs will have extra days. The counseling and library chairs will have no specified reassigned time because the flexible nature of the assignments allows chair duties to be done within the workday.

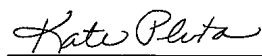
Counseling chair	10 days
FACE chair	8 days and 0.3 reassigned time
Library chair	5 days

For the District:

 03-29-04
Sandra V. Serrano, President

 3-29-04
Juanita L. Chrysanthou, VP, Learning Services

For the Association:

 3/29/04
Kate Pluta, CCA President and Chief Negotiator

 3/29/04
Andrea Garrison, CCA Campus Chair