2025-2028
TENTATIVE AGREEMENT
BETWEEN
COLLEGE OF THE SISKIYOUS FACULTY ASSOCIATION
AND
COLLEGE OF THE SISKIYOUS
November 2025

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Article 4: Organizational Security

4.1   The Association shall notify the District in writing of the amount to be deducted from the wages or salaries of the Association's members by August 15 for the upcoming academic year. The Association shall also notify the District in writing of any minimum salary or wage requirement for the deduction by this same date.

> **4.1.1   The Association shall inform the District of any changes in membership status. The District shall not begin or end dues deductions without notification from CTA.**

4.2   To the greatest extent possible, deductions shall be made in equal installments over the employee's term of employment.

Article 7 - Evaluation of Faculty

~~Introduction~~ **Purpose**

The **College of the Siskiyous (**COS**)** evaluation process is intended to provide faculty with relevant feedback, a structured opportunity for reflection, and constructive suggestions for improvement. Instructors are encouraged to analyze the data obtained from the evaluation process to identify and address pertinent plans for professional growth. The evaluation process is designed to support the ongoing efforts of faculty to enhance their effectiveness in ~~the classroom~~ **teaching in any modality to which they are assigned,** and **their participation** in the COS **campus** community**, as appropriate**. The process is also designed to comply with legal mandates and to identify ~~unsatisfactory performance~~ **areas for improvement**.

> 7.1   Standards of Performance ~~for Contract and Regular faculty~~
>
> Standards of Performance for all faculty (regular, contract, and temporary):
>
> 1.   Communicates their ~~academic~~ subject clearly and effectively.
>
> 2.   ~~Displays~~ **Demonstrates** a mastery of their ~~academic~~ subject material.
>
> 3.   Provides clear assignments and**/or** directions to students **that consider learning differences.**
>
> 4.   ~~Provides regular feedback concerning students' mastery of course-related materials or skills~~.
>
> ~~5.~~**4.**Creates a learning environment ~~which is free from harassment and prejudice~~ **that supports success for all students.**
>
> ~~6.   Respects the dignity of the student~~.

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7. **5.Communicates consistently with students in a manner that** demonstrates an interest in helping them learn.

8. ~~Provides for each student a current and complete course syllabus for each course taught.~~

9. ~~Provides each student with information regarding academic progress on a regular basis throughout the semester.~~

~~10.~~ **6.** Maintains scheduled office hours **as required** and is reasonably available to students.

11. ~~Provides clear and timely course grading standards, attendance records, and reports~~.

12. ~~Participates in appropriate department, committee and District meetings.~~

~~13.~~ **7.** Prepares and submits accurate records and reports to the appropriate offices within established deadlines.

14. ~~Participates in Program Review~~

~~15.~~ **8.** Works with District staff, students and colleagues in a **collegial and collaborative** manner ~~free from harassment, prejudice and bias~~ **that acknowledges diverse perspectives and experiences**.

Additional Standards of Performance for all instructional faculty (regular, contract, and temporary):

9. Provides for each student a current and complete course syllabus for each course taught.

10. Provides each student with timely information regarding grading standards and academic progress on a regular basis throughout the semester.

11. Provides regular and substantive feedback concerning students' mastery of course-related materials or skills.

Additional Standards of Performance for regular and contract faculty:

12. Participates in department, committee and college governance meetings.

13. Participates in course improvement and program review to equitably improve learning outcomes.

7.2   **Evaluation Instruments**

Faculty shall be evaluated using the required forms:
- **Appendix B – First Meeting Checklist and Evaluation Timeline**
- **Appendix C – Student Evaluation Forms: On-campus and Online Synchronous, Online Asynchronous, Counselor, Athletic Program, Librarian, Distance Education, Instructional Design Coordinator**
- **Appendix D – Peer Evaluation Forms: Online Checklist and Peer Observation Narrative**
- **Appendix E – Administrator and Release Time Evaluation Forms: Academic Success Center Director/Coordinator, Athletic Director, Dual Enrollment Coordinator, EMS Director/Coordinator, Fire Technology Director/Coordinator, DE Coordinator/Instructional Designer, Librarian.**
- **Appendix F – Self Evaluation Form**
- **Appendix G - Evaluation Summary Forms: Instructional Faculty, Non-Instructional Faculty**

7.2.1   Instructional faculty shall use a standard student evaluation instrument (Appendix C). The individual being evaluated may add up to three (3) questions to the evaluation instrument focusing on their particular goals for improvement. Non-tenured faculty shall use the same student evaluation instrument for the entirety of the probationary period of employment.

7.2.1.1 For on campus and online synchronous classes, the instructor being evaluated shall not be present when students are completing the evaluation and shall not handle the completed evaluations.

7.2.1.2 For online asynchronous courses, students shall receive the student evaluation instrument via Canvas and the surveys shall remain open for two (2) weeks.

7.2.1.3 Non instructional faculty shall use a standard student evaluation instrument that emphasizes best practices for that particular position, student engagement, student-faculty interactions.

7.2.1.4 At least one peer evaluator shall administer the student evaluation instrument. The Office of Academic Affairs shall compile the student evaluation results, and the peer evaluator shall provide a written analysis of the results.

7.2.2 **The appropriate Evaluation Summary Form (Appendix G) shall be considered the evaluation instrument which addresses the Standards of Performance in 7.1.**

7.2.2.1 **The observation of a class or duties for instructional faculty teaching on campus or online synchronous courses shall be conducted for a minimum of fifty (50) minutes, including the time for students to complete the evaluation instrument.**

7.2.2.2 **Faculty teaching online asynchronous courses shall select a date range of no more than one week for the peer and administrator evaluators to be added to the course. Evaluators will evaluate the introductory module(s) for the course and one (1) teaching module chosen by the faculty member being evaluated.**

7.2.2.3 **The peer evaluator shall use the Peer Online Evaluator Checklist (Appendix D) to identify criteria that demonstrate the Standards of Performance in 7.1. Peer Evaluators should confer with the Distance Education and Instructional Design Coordinator to appropriately apply the criteria.**

7.2.2.4 **The Office of Academic Affairs shall be responsible for submitting the evaluator names, dates, and links to the student evaluation instrument to Canvas Admin so evaluators and student evaluations can be added to the appropriate courses.**

7.2.2.5 **The observation of duties for non instructional faculty on campus or synchronously online shall be conducted for a minimum of fifty (50) minutes, including the time for students to complete the evaluation instrument.**

7.2.2.6 **Faculty who receive more than fifty percent (50%) of reassigned time as Director or Coordinator of a program shall be evaluated on their reassigned time duties. The observation of duties shall be completed as an administrative evaluation. The administrator on the Evaluation Team or Tenure Review Committee shall use the Reassigned Time Evaluation Form appropriate to the position being evaluated (Appendix E).**

7.2.2.6.1 **Faculty elected or appointed to positions in the Senate or Faculty Association are exempt and shall not be evaluated on their reassigned time duties.**

7.2.2.7 **At the conclusion of the observation period, peer and administrator evaluators shall submit a written peer review that includes an analysis of student evaluation results, as appropriate. A summary of**

the peer and administrator reviews shall be used to discuss the overall evaluation in Appendix G.

7.2.3 **Regular (tenured) and non-tenured faculty members shall complete a self-evaluation (Appendix F) approved by all committee members that includes a written summary of the findings in the peer and administrative evaluation documents, service to the college, progress towards goals from the previous evaluation, and plans for improvement and goals for the current evaluation.**

7.3 **Evaluation of Regular Tenured Faculty** ~~REGULAR FACULTY (TENURED)~~

~~7.2 Components and Frequency~~
Regular Tenured faculty shall be evaluated every three years after being awarded tenure.

7.~~2~~ **3**.1 The comprehensive evaluation process has the following components:

7.~~2~~ **3**.1.1 ~~Self-evaluation~~ **Peer evaluations**
7.~~2~~ **3**.1.2 ~~Peer evaluation~~ **Student evaluations**
7.~~2~~ **3**.1.3 ~~Student input~~ **Administrative evaluation**
7.~~2~~ **3**.1.4 ~~Administrative evaluation~~ **Self-evaluation**
7.~~2~~ **3**.1.5 Evaluation Summary Form for Faculty (Instructional OR Non-Instructional)

~~**7.2** **Process**~~

7.3.~~1~~**2** Composition of the Evaluation Team ~~will~~ **shall** be:

7.3.~~1~~**2**.1 Dean ~~appropriate vice president~~ or **appropriate** educational administrator as mutually agreed upon by the Association and the District.

7.3.~~1~~**2**.2 Two peers ~~will~~ **shall** be selected at random. One of the peers will come from the division of the individual being evaluated, if possible. Random selection of the peer evaluators shall consist of ~~placing all eligible faculty members' names in a receptacle and~~ **selecting** a name **from a list of eligible faculty** in the presence of a member of the management team and a representative of the Association.~~Tenured faculty evaluations shall occur in the spring. to allow non-tenured faculty to occur in the fall.~~

7.3.2.2.1 For purposes of this article, "eligible" shall be defined to mean any regular faculty member who is not related by blood or affinity within the 3rd degree as determined by the common

law or an individual in an adoptive relationship within the 3rd degree.

7.3.2.3 **For faculty teaching online asynchronous courses, the peer evaluator shall be certified to teach online at COS when evaluating online courses. For online observations, administrator evaluators should have a COS Canvas account.**

    7.3.2.3.1 **In cases where all class assignments of the faculty member being evaluated are asynchronous online, and a peer evaluator assigned to the Evaluation Team is not certified to teach online at COS, the peer may observe an online course by mutual agreement with the faculty member. The peer evaluator may also be removed and a new faculty member selected to complete the evaluation process using the process specified in 7.3.2.2. The new faculty member should be selected before the first evaluation meeting.**

7.3.2.4 **For faculty teaching on campus, peer evaluators shall observe the class in person. If the individual being evaluated teaches at a satellite site, the administrator and at least one peer evaluator shall complete the classroom observation in person.**

    7.3.2.4.1 **In cases where the peer evaluator is not able to complete the class observation in person, they may observe an on campus course through a synchronous digital platform by mutual agreement with the faculty member being evaluated. The peer evaluator may be removed and a new faculty member selected to complete the evaluation process using the process specified in 7.3.2.2. The new faculty member should be selected before the first evaluation meeting.**

7.3.2.**5** The individual being evaluated may select an additional peer, who has a particular expertise, from within or outside the institution. This individual must be selected within ten (10) business days of the first evaluation meeting and will be added as a member of the Evaluation Team.

7.3.2.6 The first faculty member who is randomly selected will function as chair.

7.3.2.7 **Tenured faculty evaluations shall occur in the Spring semester.**

7.3.2.8 **Faculty on Sabbatical Leave shall be evaluated during the subsequent regular semester.**

7.3.3   The Evaluation Team ~~will~~ **shall** meet at least ~~two~~ **three (3)** times for a preliminary meeting, **a review meeting**, and a final meeting. Additional meetings may be held at the request of the Evaluation Team members or the individual being evaluated.

7.3.4   **The Office of Academic Affairs shall provide the Evaluation Team with the syllabus for each class being taught by the individual being evaluated for the semester of the evaluation.**

7.3.~~4~~**5** The Evaluation Team ~~will~~ **shall** hold a preliminary meeting, ~~called by the committee chair~~, **scheduled by the Office of Academic Affairs,** with the individual being evaluated, appropriate administrator, and the peer evaluators, to explain the evaluation process and establish an evaluation timeline using a "First-Meeting Checklist" **(Appendix B)**. The Evaluation Team will consider best practices for the job function of the individual being evaluated.

~~**7.3.5**~~   ~~**Teaching faculty will use a standard student evaluation instrument (Appendix C) to which the individual being evaluated may add up to three questions focusing on their particular goals for improvement. For online courses the standard evaluation instrument for online classes (Appendix D) shall be used.**~~

~~**Nonteaching faculty will use a student evaluation instrument approved by all members of the Evaluation Team that emphasizes best practices for that particular position, student engagement, student-faculty interactions, fairness and respect.**~~

~~**The Evaluation Team will delegate to at least one of the peer evaluators the responsibility of administering the student evaluation instrument. The Office of Academic Affairs will compile the results, and the peer evaluator will provide a written summary of the results of the student evaluations and the classroom observation and forward the summary to the Evaluation Team.**~~

~~**The evaluation of a class or the evaluation of nonteaching duties for nonteaching faculty shall be conducted for a minimum of fifty (50) minutes, including the time for students to complete the evaluation instrument.**~~

7.3.6   The Evaluation Team ~~will~~ **shall** establish timelines for all items on the First-Meeting Checklist (Appendix **~~E~~B**), including **dates and** times of classroom ~~visits~~ **and/or online observations** where appropriate, **the administering of** ~~times for~~ student surveys, subsequent meeting times, and dates when ~~other data is~~ **peer,**

administrator, and self evaluations are due. ~~**A self-evaluation approved by all committee members will include a written summary of the findings of the evaluation documents prepared by the Evaluation Team, progress towards goals from previous evaluation, and plans for improvement and goals for the current evaluation.**~~ The self-evaluation document **(Appendix F)** must be completed prior to the end of the academic year, as defined in Education Code Section 87661.

~~**7.3.7   No later than the third-class meeting or by the end of the first week of the semester, whichever is later, the individual being evaluated shall provide the Office of Academic Affairs and the Evaluation Team with copies of the first day handouts for each class being taught the semester of the evaluation.**~~

7.3.~~8~~**7** The Evaluation Team and the ~~individual~~ **faculty member** being evaluated shall meet to review all the completed written **evaluation** reports, ~~**(the preliminary self, peer, student and administrative) and the past self-evaluation.**~~ **which includes the previous self-evaluation**. The team ~~will~~ **may** make recommendations for the ~~final~~ **current** self-evaluation of the individual being evaluated.

7.3.~~9~~ **8** The Evaluation Team ~~will~~ **shall** meet a final time to approve the self-evaluation. At this time, the Team will collaboratively complete the appropriate Evaluation Summary Form ~~**for All Faculty**~~ (~~**Appendix F or**~~ Appendix G), which must also be signed by the individual being evaluated. The submission of all evaluation documents for placement in the personnel file ~~will~~ **shall** complete the evaluation process.

7.4   Evaluation of Non-Tenured Faculty ~~**NON-TENURED FACULTY**~~

Non-tenured faculty is referred to as candidate for tenure. ~~**in the Article below**~~.

~~**Introduction**~~

~~**In addition to the general introduction to this article,**~~ ~~t~~**T**he tenure review process for candidates for tenure requires a more comprehensive, rigorous, thorough and thoughtful approach for the candidate seeking tenure as a full-time member of the COS faculty and community. This process covers ~~only~~ a four-year period of time in which the candidate for tenure, with assistance and support, seeks to meet the identified Standards of Performance **in** ~~Article~~ 7.1. The primary purpose of th~~is~~**e tenure** process is to affirm the decision of the hiring process, resulting in the awarding of tenure to the candidate for tenure. ~~**Only on rare occasions should this process result in termination or a decision not to re-employ the candidate for tenure.**~~

7.4   Components, Frequency and Due Date

7.4.1   The comprehensive evaluation process has the following components:

7.4.1.1   ~~Self-evaluation~~ **Peer evaluations**

7.4.1.2   ~~Peer evaluation~~ **Student evaluations**

7.4.1.3   ~~Student input~~ **Administrative evaluation**

7.4.1.4   ~~Administrative evaluation~~ **Self-evaluation**

7.4.1.5   Evaluation Summary Form for Faculty (Instructional OR Non-Instructional)

7.4.2   A candidate for tenure shall be evaluated at least once during the first, second, and fourth years of the four-year process.

7.4.2.1   In May of the second year before the week of finals, the second year's Tenure Review Committee will meet to determine the need for an evaluation process in addition to the evaluations required in Article 7.4.2. Upon the recommendation of a majority of the Tenure Review Committee, a formal evaluation may be conducted during the candidate for tenure's third year. The Committee's recommendation shall be communicated to the candidate within ten (10) business days of its receipt in the Human Resources Office.

7.4.3   Each evaluation process shall be concluded prior to February 15 in any year.

7.5 Process

7.~~5.1~~ **4.2** The composition of the Tenure Review Committee ~~will~~**shall** be:

7.~~5.1~~ **4.2**.1 Dean, ~~Vice President of Academic Affairs, Vice President of Student Services~~, or ~~another~~ **appropriate** educational administrator as mutually agreed upon by the Association and the District.

7.4.2.1.1 The educational administrator shall be a voting member of the Tenure Review Committee

7.~~5.1~~ **4.2**.2 Two peer evaluators who are tenured faculty members ~~will~~ **shall** serve on each ~~non-tenured faculty evaluation~~ **Tenure Review** Committee.

One peer evaluator will come from the ~~department~~ **discipline or related discipline** of the individual being evaluated, if possible. For a non-tenured faculty member who works in a discipline where there is a faculty coordinator, and the faculty coordinator is tenured, the faculty coordinator ~~will~~ **shall** automatically be a peer evaluator. ~~from the department~~. If there are no tenured faculty in the ~~department~~ **discipline**, both peer evaluators will be from outside of the ~~department~~ **discipline**. Random selection of the peer evaluators shall consist of ~~placing all eligible faculty members' names in a receptacle and drawing~~ **selecting** a name from a list of **eligible faculty members** in the presence of a member of the management team and a representative of the Association. ~~Tenured faculty evaluations shall occur in the spring to allow non-tenured faculty to occur in the fall.~~

7.4.2.2.1 For purposes of this article, "eligible" shall be defined to mean any regular faculty member who is not related by blood or affinity within the 3rd degree as determined by the common law, or an individual in an adoptive relationship within the 3rd degree.

7.4.2.2.2 **Peer evaluators shall be voting members of the Tenure Review Committee.**

7.4.2.3 **Peer evaluators shall be certified to teach online at COS when evaluating online courses. For online observations, administrator evaluators should have a COS Canvas account.**

7.4.2.3.1 **In cases where all class assignments of the faculty member being evaluated are asynchronous online, and a peer evaluator assigned to a Tenure Review Committee is not certified to teach online at COS, the peer may observe an online course by mutual agreement with the faculty member. The peer evaluator may also be removed from the Tenure Review Committee as specified in 7.4.2.5 and a new faculty member selected to complete the evaluation process.**

7.4.2.4 **If the individual being evaluated is teaching on campus, peer evaluators shall complete the class observation in person. If the individual being evaluated teaches at a satellite site, the administrator and at least one peer evaluator shall travel to complete the classroom observation in person.**

7.4.2.4.1 **In cases where the peer evaluator is not able to complete the class observation in person, they may observe an on**

campus course through a synchronous digital platform by mutual agreement with the faculty member being evaluated. The peer evaluator may also be removed from the Tenure Review Committee as specified in 7.4.2.5 and a new faculty member selected to complete the evaluation process.

7.~~5.1.3~~ **4.2.5** In any year of the four-year probationary period, prior to the second meeting of the Tenure Review Committee for that year, the candidate for tenure may petition the Executive Committee of the Faculty Association to have one faculty member removed from his or her Tenure Review Committee by providing a detailed, written explanation for the request, as well as any evidence that supports the petition. The Executive Committee, upon reviewing the petition and evidence, may remove one faculty member from the candidate for tenure's Tenure Review Committee. A new faculty member for the committee will then be selected using the process described in Article 7.~~5.1~~ **4.2**.2. ~~However~~, ~~t~~**T**he candidate for tenure may only submit one such petition during the probationary period.

7.~~5.1.4~~ **4.2.6** The first faculty member who is randomly selected will function as chair. Whenever possible, this faculty member shall come from the same ~~department~~ **discipline or related discipline** as the candidate for tenure. The original chair shall remain the same throughout the four-year process.

7.~~5.1.5~~ **4.2.7** Other – (Optional) The candidate for tenure may select an additional peer, who has a particular expertise related to the tenure candidate's area of instruction, from within or outside the institution.

    7.~~5.1.5~~ **4.2.7**.1 The individual ~~will~~ **shall** be added as a ~~fifth~~ **fourth** member of the Tenure Review Committee.

    7.~~5.1.5~~ **4.2.7**.2 This individual must be selected within ten (10) business days of the first meeting of the evaluation process and must serve throughout the tenure review process.

    7.4.2.7.3   **The individual shall be a non-voting member of the Tenure Review Committee.**

7.~~5.1.5~~ **4.2.8** The Tenure Review Committee members shall remain on the candidate for tenure's committee throughout the four-year tenure process. If a member of the Tenure Review Committee ceases to be

employed by the District during the tenure process, the member shall be replaced by the random drawing described in Article 7.~~5.1~~ **4.2**.2.

7.4.2.9   Non-Tenured faculty evaluations shall occur in the Fall semesters.

> **7.4.2.9.1 Non tenured faculty hired in the middle of the academic year will be evaluated in the subsequent Fall semester.**

7.4.2.10 Temporary full-time non-tenure track faculty evaluations shall count toward the tenure process if the faculty member is hired as contract faculty in the subsequent academic year.

~~7.5.2   All evaluation documentation and evidence will be contained in a Tenure File. The note taker will forward the complete Tenure File to the Human Resources Office for inclusion in the candidate for tenure's personnel file.~~

~~In addition, the candidate for tenure will be encouraged, but not required, to develop and maintain a portfolio of evidence which supports and documents the candidate for tenure's progress toward meeting the identified standards of performance. This portfolio, if developed by the candidate for tenure, shall be shared with the members of the Tenure Review Committee and become part of the Tenure File.~~

~~The Tenure File shall include:~~

~~7.5.2.1 Agendas of all meetings of the Tenure Review Committee.~~

~~7.5.2.2 Minutes of all meetings of the Tenure Review Committee.~~

~~7.5.2.2.1 Written minutes of each Tenure Review Committee meeting shall be kept and distributed to all members of the Committee for corrections and approval before being included in the candidate for tenure's Tenure Review File. Minutes should go into some detail regarding the specifics of activities and/or behaviors discussed during the meeting and any directions set. The Educational Administrator shall be responsible for the staffing to record and write the minutes of the meeting. Minutes shall be based on a standard agreed upon agenda format. Approval of minutes will be by majority vote of the Tenure Review Committee. The candidate for tenure shall vote on the approval of the minutes.~~

~~7.5.2.2.2 The Tenure Review File will be brought to each evaluation meeting by the individual responsible for taking meeting minutes. When not in use by the Tenure Review Committee, the Tenure File shall be kept in a locked file cabinet and made available to only the following persons upon request:~~

(1)   ~~Non-Tenured Faculty Member~~

(2)   ~~Each Member of the Tenure Review Committee~~

(3)   ~~Appropriate Dean~~

(4)   ~~Appropriate Vice President~~

(5)   ~~Director of Human Resources~~

(6)   ~~Superintendent/President~~

~~7.5.2.3 All supporting documentation required by the process, including, but not limited to copies of all student, peer, administrative and self-evaluations, shall be included in the Tenure Review File, as well as the candidate for tenure's portfolio.~~

~~7.5.2.4 Any non-required documentation referenced in meeting minutes which the candidate for tenure or committee member wishes to include shall also be included in the Tenure Review File.~~

~~7.5.2.5 At the completion of each evaluation process, the Tenure Review Committee Chair shall forward a copy of the Committee's recommendation to the appropriate Vice President and the Human Resources Office.~~

~~7.5.2.6 Information not required as part of the approved process shall be presented in a timely manner to the Tenure Review Committee and the candidate for tenure. The candidate for tenure has the right to respond to the information in writing. Both the original document and the written response from the candidate for tenure will be included in the Tenure Review File.~~

7.4.3   **A candidate for tenure shall be evaluated at least once during the first, second, and fourth years of the four-year process.** Each evaluation process shall be concluded prior to February 15 in any year.

> **7.4.3.1 Upon the recommendation of a majority of the Tenure Review Committee, a formal evaluation may be conducted during the candidate for tenure's third year.**

7.4.4   **In addition to the mid-semester Fall evaluations, the evaluation process shall also include the administration of student evaluations by the Tenure Review Committee after the Census date in the Spring semesters of the first and second years. All results of the student evaluations shall become part of the Tenure File, as specified in 7.4.12 and shall be available to the candidate for tenure and the Tenure Review Committee.**

7.4.4.1 For on campus and online synchronous classes, the Office of Academic Affairs shall administer and collect the student evaluations. The instructor being evaluated shall not be present when students are completing the evaluation and shall not handle the completed evaluations.

7.4.4.2 For online asynchronous classes, students shall receive the student evaluation instrument via Canvas and the surveys shall remain open for two (2) weeks.

7.4.4.3 If a formal evaluation is conducted during the candidate for tenure's third year, student evaluations shall be administered during the Spring semester as outlined in 7.4.4.1 and 7.4.4.2.

7.~~5.3~~ **4.5** During each year's evaluation process, the Tenure Review Committee ~~will~~ **shall** meet at least three **(3)** times. The meetings will include a preliminary meeting (~~Article~~ 7.~~54~~ **4.7**), a review meeting (~~Article~~ 7.~~5.8~~ **4.9**), and a final meeting (~~Article~~ 7.~~5.8~~ **4**.**10**). Additional meetings may be held if needed.

7.4.6   The Office of Academic Affairs shall provide the members of the Tenure Review Committee a syllabus for each class being taught by the individual being evaluated in the semester of the evaluation.

7.~~5.4~~ **4.7** The Tenure Review Committee ~~will~~ **shall** hold a preliminary meeting, called by the ~~committee chair~~ **Office of Academic Affairs**, to explain the evaluation process and establish an evaluation timeline using a "First-Meeting Checklist" (Appendix ~~E~~**B**).

~~7.5.5   Faculty will use a standard student evaluation instrument (Appendix C). to which the individual being evaluated may add up to three questions focusing on their particular goals for improvement. For online courses the standard evaluation instrument for online classes (Appendix D) shall be used. Nonteaching faculty will use a student evaluation instrument approved by all members of the Evaluation Team that emphasizes best practices for that particular position, student engagement, student-faculty interactions. The same instrument shall be used for the entirety of the probationary period of employment. The Tenure Review Committee will delegate to at least one of the peer evaluators the responsibility of administering the student evaluation instrument. The Office of Academic Affairs will compile the student evaluation results, and the peer evaluator will provide a written summary of the student evaluations results, and the peer evaluator will provide a written analysis of the results and classroom observation and forward the analysis to the Tenure Review Committee.~~

Nonteaching faculty will use a student evaluation instrument approved by all members of the Tenure Review Committee that emphasizes best practices for that particular position, student engagement, student- faculty interactions, fairness and respect.The same instrument shall be used for the entirety of the probationary period of employment.

7.5.5.1 In addition to the mid-semester Fall evaluations, the evaluation process will also include the administration of student evaluations by the Tenure Review Committee at the end of the spring semesters of the first, second and third years. All results of the student evaluations will become part of the Tenure File and will be available to the candidate for tenure and the Tenure Review Committee. The spring student evaluations will be provided to the instructor to be distributed to students in his or her classes. The instructor shall solicit two student volunteers in the class to collect the completed evaluations, place them in an envelope, which shall be sealed, and bring them to the designated drop-off location. The instructor being evaluated shall not be present when students are completing the evaluation and shall not handle the completed evaluations or the envelope which contains them.

7.~~5.6~~ **4**.8 The Tenure Review Committee ~~will~~ **shall** establish timelines for all items on the First- Meeting Checklist, including **dates and** times of classroom **and online** ~~visits~~ **observations** where appropriate, ~~times~~ **the administering of** student evaluations, subsequent meeting times, and ~~times when other data is~~ dates **when peer, administrator and self evaluations are** due. ~~The appropriate Evaluation Summary Form for All Faculty (Appendix F or Appendix G) is to be considered the evaluation instrument which addresses the Standards of Performance (Article 7.1). A self-evaluation reviewed by all Committee members and the Tenure Review Committee's written recommendation collaboratively completed by members of the Tenure Review Committee on the Evaluation Summary Form for All Faculty will be submitted prior to February 15 of the evaluation year as defined in Education Code Section 87661.~~

~~7.5.7   No later than the third-class meeting, or by the end of the first week of the semester, whichever is later, the candidate for tenure shall provide the Vice President of Academic Affairs and the Tenure Review Committee with copies of a syllabus for each class being taught in the semester of the evaluation.~~

7.~~5.8~~ **4**.9 The Tenure Review Committee and the candidate for tenure shall meet to review the Tenure File **as specified in 7.4.12**. The Tenure Review Committee will make recommendations for the self-evaluation **(Appendix F)**.

7.4.9.1 **In addition, the candidate for tenure will be encouraged, but not required, to develop and maintain a portfolio of evidence which supports and documents the candidate for tenure's progress toward meeting the identified standards of performance. This portfolio, if developed by the candidate for tenure, shall be shared with the members of the Tenure Review Committee and become part of the Tenure File.**

7.~~5.9~~ **4**.**10** The Tenure Review Committee ~~will~~ **shall** meet a final time to review the self-evaluation and recommend either continued employment or non-renewal by completing the Evaluation Summary Form ~~for All Faculty~~ **(Appendix G)**. The Tenure Review Committee will discuss and vote on a recommendation with the candidate for tenure absent. A majority vote is needed to make a recommendation for renewal. Failure to reach a majority vote constitutes a recommendation for non-renewal. If unanimous agreement is not reached, any dissenting member of the committee may create and sign a letter of dissent, which shall become a part of the Tenure File. **~~A final meeting will be held with t~~T**he candidate for tenure **shall rejoin the meeting** to discuss the completed Evaluation Summary Form for All Faculty, **collaboratively completed by members of the Tenure Review Committee,** at which time the candidate shall sign the form.

7.4.11 **The Tenure Review Committee's written recommendation on the Evaluation Summary Form for All Faculty shall be submitted prior to February 15 of the evaluation year as defined in Education Code Section 87661**.

7.4.12 **All evaluation documentation and evidence shall be contained in a confidential Tenure File. The Office of Academic Affairs shall forward the complete Tenure File to the Human Resources Office for inclusion in the candidate for tenure's personnel file.**

The Tenure File shall include:

7.4.12.1 **Agendas of all meetings of the Tenure Review Committee.**

7.4.12.2 **Minutes of all meetings of the Tenure Review Committee.**

7.4.12.2.1 **Minutes of each Tenure Review Committee meeting shall be kept and distributed to all members of the Committee for corrections and approval before being included in the candidate for tenure's Tenure File. Minutes should go into some detail regarding the specifics of activities and/or behaviors discussed during the meeting and any directions set. The Office of Academic Affairs shall be responsible for the staffing to**

record the minutes of the meeting. Minutes shall be based on a standard agreed upon agenda format. Approval of minutes shall be by majority vote of the Tenure Review Committee. The candidate for tenure shall vote on the approval of the minutes.

7.4.12.3 The Tenure File shall be made available before each evaluation meeting by the Office of Academic Affairs. The Tenure File shall be made available to only the following persons upon request:

> **(1) Non-Tenured Faculty Member**
>
> **(2) Each Member of the Tenure Review Committee**
>
> **(3) Appropriate Dean**
>
> **(4) Appropriate Vice President**
>
> **(5) Director of Human Resources**
>
> **(6) Superintendent/President**

7.4.12.4 All supporting documentation required by the process, including, but not limited to copies of all student, peer, administrative and self-evaluations, shall be included in the Tenure File, as well as the candidate for tenure's portfolio.

7.4.12.5 Any non-required documentation referenced in meeting minutes which the candidate for tenure or committee member wishes to include shall also be included in the Tenure Review File.

7.4.12.6 Information not required as part of the approved process shall be presented in a timely manner to the Tenure Review Committee and the candidate for tenure. The candidate for tenure has the right to respond to the information in writing. Both the original document and the written response from the candidate for tenure shall be included in the Tenure File.

7.4.13 The Tenure File shall be forwarded to the Vice President of Academic Affairs upon completion of the Tenure Review Committee's recommendation. The Vice President of Academic Affairs will review and provide a recommendation regarding continued employment or non-renewal, which shall become part of the Tenure File. The Tenure File shall then be forwarded to the Superintendent/President, who shall prepare a

recommendation for action by the Board of Trustees regarding renewal or non-renewal of the candidate for tenure's contract. The entire Tenure File, with the Superintendent/President's recommendation, shall be forwarded to the Board of Trustees.

7.4.14 The candidate for tenure shall be notified in writing of the Board of Trustees' action and provided a copy of the Tenure Review Committee's recommendation by the Director of Human Resources not later than ten (10) business days from the receipt of the recommendation in the Human Resources Office.

7.~~6~~5 Academic Rank

An academic rank system shall consist of the following titles: (1) Assistant Professor, (2) Associate Professor, and (3) Professor. This system of academic rank shall have no effect on compensation provided to faculty; rather, compensation shall be determined by the faculty salary schedules in (Append**ix M** ~~ces N, O, P, Q, R, S~~).

7.~~6~~5.1 Upon hire as a full-time faculty member, the individual shall hold the title of "Assistant Professor".

7.~~6~~5.2 At the beginning of the academic year following the completion of the individual's fourth year and/or the granting of tenure, the individual shall hold the title of "Associate Professor."

7.~~6~~5.3 At the beginning of the academic year following the Associate Professor's second evaluation as an Associate Professor (in year ten), the individual shall hold the title of "Professor."

7.~~6~~5.4 Currently employed full-time faculty shall have the above ranks applied based upon their years of full-time service to the District.

7.~~8~~6 **Evaluation of** Part-Time Faculty

7.~~8~~6.1 Each part-time instructor shall be evaluated at least once in their first semester of employment with the District and then at least once every six (6) semesters they are employed **or every three (3) years, whichever comes first.**

~~Part-time instructors who do not teach in the regular semesters shall be evaluated as appropriate~~.

~~Full-time faculty who are not on contract and agree to complete the evaluation shall be compensated at $250 per completed evaluation.~~

7.**8~~6~~**.2 ~~**The basic evaluation process shall consist of a peer evaluation, student evaluations, self-evaluation (if appropriate), and completion of the Evaluation Summary Form for All Faculty.**~~

The evaluation process has the following components:

    7.6.2.1   **Peer evaluation**

    7.6.2.2   **Student evaluations**

    7.6.2.3   **Evaluation Summary Form for Faculty (Instructional OR Non-Instructional)**

    7.6.2.4   **Self Evaluation (as specified in 7.6.7)**

    7.6.2.5 **Administrative Evaluation (as specified in 7.6.8)**

7.6.3   **Selection of peer evaluators shall be made from the ranks of regular and contract faculty, who have completed at least two (2) years of full-time service for the District.**

    7.6.3.1   **For part-time faculty teaching online asynchronous courses, the peer evaluator shall be certified to teach online at COS. The peer evaluator should confer with the Distance Education and Instructional Design Coordinator to appropriately apply the criteria in the online evaluation tool.**

    7.6.3.2   **If the individual being evaluated is teaching on campus, peer evaluators shall complete the class observation in person. If the individual being evaluated teaches at a satellite site, the administrator and the peer evaluator shall travel to complete the classroom observation in person.**

7.6.4   **The Office of Academic Affairs shall provide a syllabus to the peer evaluator for the class being observed.**

7.6.5   The peer evaluator shall **complete the observation** ~~observe a class being taught by the part-time faculty member and distribute and collect~~ **and administer** the student evaluations **as specified in 7.2**.

7.6.6   The Office of Academic Affairs shall compile the results of the student evaluations and forward these to the peer evaluator, who shall write a ~~**summary of the class observation**~~ **peer evaluation that includes an analysis of the** ~~and~~ the student evaluation~~**s**~~ **results**, and ~~**then**~~ complete the Evaluation Summary Form ~~**for All Faculty (Appendix G). The results of the student evaluations, t**~~The peer ~~**evaluator's summary**~~ **evaluation** and the completed

Evaluation Summary Form for All Faculty shall be sent to the Office of Academic Affairs.

7.6.7 **If, in the judgment of Administration, any item on the Evaluation Summary Form for All Faculty does not meet the standard, or if the part-time faculty member wishes to address any other issue, he or she may write a Self Evaluation (Appendix F), which shall be sent to the Office of Academic Affairs.**

~~**The part-time faculty member shall then sign the Evaluation Summary Form for All Faculty**~~**.**

~~**Selection of peer evaluators shall be made from the ranks of regular and contract faculty, who have completed at least two (2) years of full-time service for the District.**~~

7.~~**8.3**~~ **6.8** An administrative evaluation may be conducted if Administration determines that either the peer or student evaluations indicate weak performance. The administrative evaluation shall include at least one **(1)** ~~**classroom**~~ observation, and shall contain suggestions for improvement ~~**of instruction**~~ as well as proactive assistance that the District will provide to improve performance. The Evaluation Summary Form ~~**for All Faculty**~~ **(Appendix G)** shall be utilized for an administrative evaluation.

7.~~**8.4**~~**6.9** At the conclusion of the evaluation procedure, the completed evaluation documents shall be reviewed by ~~**the peer evaluator with**~~ the part-time faculty member~~**, Dean,**~~ and the appropriate Educational Administrator**(s)**. **The part-time faculty member shall then sign the Evaluation Summary Form (Appendix G).** ~~**They will then be submitted for inclusion in the personnel file.**~~**The submission of all evaluation documents for placement in the personnel file shall complete the evaluation process.**

7.~~**8.5**~~**6.10** In instances in which faculty are teaching as part of an academy or team-teaching in a program for less than ~~**25**~~ **twenty five (25)** hours over the course of the semester, the Temporary Part-time Limited Evaluation shall be conducted, which is contained in the Evaluation Summary Form ~~**for All Faculty**~~ **(Appendix G).**

> **7.6.10.1 Temporary Part-time Limited Evaluations shall not count toward the regular part-time evaluation timeline as specified in 7.6.1.**

7.~~**9**~~**7** Additional Discipline-Specific Evaluations Required for Certain CTE Disciplines

7.**97**.1 If particular CTE disciplines are required by appropriate agencies to conduct additional student evaluations, these student evaluations shall not be used in the evaluation process of COS faculty, they shall not become part of a faculty member's personnel file, and they shall not be used to make any decisions regarding the re-hire of faculty.

Article 8: Personnel Files

8.6 ~~Whenever~~ **No** new material **of a derogatory nature or related to disciplinary procedures** ~~is~~ shall be added to an academic employee's personnel file **until the employee has reviewed and signed acknowledgment of receipt**. ~~, the employee shall be notified in writing and provided a copy.~~ All material placed in an employee's personnel file shall be dated and signed by the person who authored the material.

8.7 If an academic employee believes that any employment record or any portion thereof is not accurate, relevant, timely, or complete, the academic employee may request correction of the record or deletion of the offending portion, or both. Such a request shall be in writing and shall include a statement of the corrections and deletions that the employee believes are necessary and the reasons therefore. The request shall become part of the academic employee's employment record unless the request is granted, in which case it shall become a part of the employee's record at the employee's option.

8.9 In addition to the right to request correction or deletion of a record as provided in Article 8.5, each academic employee shall have the right to include a relevant response to any negative material in his or her personnel file.

Article 9: Workload and Hours

9.1 **Contract Length**

The workload of contract and regular faculty shall be 175 working days for each academic year, except as specified in Article 9.1.2 below. The 175 days is inclusive of flex days.

9.1.1 The academic year means the period of time from the beginning of the fall semester to the end of the spring semester, excluding any intersession or breaks. After consultation with other employee groups, the District and the Association shall negotiate an academic calendar for the upcoming academic year(s) no later than October 1 of the prior year.

9.1.2 The following ~~non-instructional~~ faculty positions shall have the following contract lengths:

Distance Education and Instructional Design Coordinator	**244 days**
EMS Program Director/Coordinator	**244 days**

POST Academy Director/Coordinator	**244 days**
Athletic Director	**244 days**
Librarian	**244 days**
Head ~~Football~~ Coaches	~~195~~ **215** days
Counselors	195 days
SAS ~~Director~~/Counselor	195 days
~~Librarian~~	~~195~~ ~~244 days~~
ASC **Director/ Learning Assistance** Coordinator	195 days
~~(1)~~ Fire ~~Academy Instructor~~ **Technology Director/Coordinator**	195 days
Nursing ~~Faculty~~ **Instructor(s)**	195 days
EMS Instructor(s)	**195 days**

Any other contract length in excess of 175 days shall be agreed upon through an MOU.

9.1.3   Contract and regular faculty working more than 175 days shall schedule the additional days by mutual agreement between the supervisor and the employee prior to the beginning of their contract.

9.2   **Flex**

Five (5) flex development days will be scheduled for the academic year.

9.2.1   Institutional Flex Day: Three (3) of the five (5) flex development days are required institutional flex days. All full-time faculty are required to attend the institutional days. The maximum hours for an institutional flex day shall be eight (8) hours. Dates for institutional flex days will be published prior to the beginning of the academic year.

9.2.2   Individual Flex Days: Two (2) of the five (5) flex development days are individual flex days. The individual flex days may be done either on campus or off campus, pending approval by the Flex Committee. An individual flex day is defined as a minimum of three (3.0) hours completed on any non-contracted day.

9.3   Teaching Load

No instructor shall be assigned a schedule that requires more than four course preparations, except by mutual agreement between the instructor and their immediate supervisor. There shall be a minimum of twelve (12) hours between the end of an instructor's last assignment of the previous day and the start of the same instructor's first

assignment of the subsequent day, except by mutual agreement between instructor and their immediate supervisor.

Instructional full-time faculty load shall be 28-30 Lecture Hour Equivalent (LHE) per year. Instructional full-time faculty who are employed under an annual contract of more than 175 days shall have the following load (LHE) obligation:

- 195 days: 31-33 LHE
- 215 days: 34-36 LHE
- 244 days: 39-41 LHE

LHE shall be assigned to full-time instructional faculty who work annual contracts of more than 175 days in a manner that meets the needs of the program or area. However, no full- time instructional faculty member shall be required to teach more than 17 LHE in any regular (fall or spring) semester, more than 6 LHE in any summer, or more than 6 LHE in any winter intersession, except by mutual agreement between the District and the instructional faculty member. No instructor shall teach more than 30 LHE in any single semester.

Overload hours shall occur when the faculty member exceeds the annual load obligations specified above. All overload hours shall be paid at the part-time faculty hourly rate, whether lecture or lab, during the spring semester and will be divided equally over the remaining part-time faculty payrolls in the spring semester.

When calculating load percentages for part-time faculty, 15 LHE per semester or 30 LHE per academic year will be used.

9.3.1   The workload of full-time faculty shall be based on forty (40) hours per week, as specified below:

9.3.1.1 For teaching faculty, thirty (30) hours given to instructional load, preparation, and grading (75%); five office hours (12.5%); and five hours of other professional obligations (12.5%).

9.3.1.2 For non-teaching faculty, thirty-five (35) hours given to non-teaching duties, such as counseling or library services (87.5%), and five hours of other professional obligations (12.5%). The appropriate supervisor shall approve schedules for non-teaching duties.

9.3.2   Load shall be computed according to the following load factors:

9.3.2.1   **Courses scheduled as lecture or discussion** ~~which consists primarily of discussion by the instructor =~~ **will equate to** 1.0 LHE per teaching hour.

9.3.2.2 Lab/Studio/Activity Courses: ~~An educational activity~~ **Courses** scheduled as lab/studio/activity where students are learning under the immediate supervision of the instructor ~~in a laboratory, studio, shop or clinic~~ will equate to 0.7 LHE per teaching hour.

9.3.2.3 Noncredit courses, regardless of schedule type or modality, will equate to 0.7 LHE per teaching hour.

9.3.2.4 Other Lab: An unscheduled educational activity for students in which faculty are assigned will equate to 0.5 LHE per teaching hour.

9.3.2.5 Coaching: Coaches shall receive release time based on the following formula: (Total Hours / 18 x 0.5) **as specified in 21.10**

9.4 Special Circumstances

9.4.1 Serial Teaching: One instructor assigned to be present. LHE prorated according to time spent instructing.

9.4.2 Guest Lecturers

When a regular or contract instructor lectures in another instructor's class, it is as part of the professional obligation to the College and without additional compensation. Guest lecturers who are not paid must complete a Volunteer Form to be approved by the area administrator. Guest lecturers who are to receive a stipend must be approved by the Instruction Office before the start of the semester. If the guest lecturer is a part-time faculty member represented by the Association, the stipend amount must be negotiated between the Association and the District prior to the guest lecture. The instructor of record of the class must be present when any guest lecture is delivered.

9.5 **Contract Hour**

A contract hour (lecture, lecture/lab, or activity) is defined as fifty (50) clock minutes.

9.6 **Working Days per Week**

A unit member shall not be assigned duties for more than five (5) days in any one (1) week, unless agreed upon mutually by the unit member and supervisor

9.7 **Work Experience**

Workload for work experience faculty shall be paid ~~at $100~~ per enrolled student, per semester **as specified in 18.7**

9.8   **Special Studies**

Special Studies classes will be paid a flat rate ~~of $500.00~~ per student, per lab unit, **as specified in 18.7.** ~~and~~ **T**hey shall be deemed overload classes if taught by a full-time faculty member and in accordance with Article 9.3.1.

9.9   Office Hours

Full-time instructional faculty shall schedule and maintain at least five (5) office hours (face-to-face or online) per week each semester.

Faculty teaching online classes may schedule and be available to conduct some of their office hours online. ~~If~~ The faculty member **will** hold~~s~~ online office hours~~, the online office hours will be~~ in proportion to their online load for the semester.

Part-time instructional faculty who are not contract or regular faculty, and who teach at least 20% of an equivalent full-time faculty load, shall be compensated for office hours, as specified in 18.3.

~~Faculty members teaching online classes are required to have regular and effective contact with their online students. A faculty member shall respond to their online students within 48 hours of receiving a contact (campus email, campus phone number, on-line learning platform) from an online student, excluding weekends and approved holidays as listed on the academic calendar~~

9.9.1   An office hour will be a minimum of fifty (50) minutes.

~~9.9.2 Office hours will be scheduled such that every student has access to an office hour each week and on at least one of the days the class is scheduled~~.

9.9.2   ~~9.9.3~~ Office hours shall be scheduled at the discretion of the instructor and with the approval of the appropriate educational administrator to maximize the students' opportunity to utilize office hours.

~~9.9.4   Office hours may not be scheduled during the designated College Hour.~~

9.9.3   ~~9.9.5~~ Office hours will be maintained during finals week in a manner that is most beneficial to students, subject to approval by **the** appropriate ~~Dean or Vice President~~ **educational administrator**. The actual office hours during finals week may be different than those scheduled during the semester. Office hours for finals week shall be included on a faculty member's ~~class/~~**teaching and** office hour schedule, as required in Article 9.9.~~6~~**4.**

9.9.4   ~~9.9.6~~ **Faculty members shall notify the Office of Academic Affairs for approval no later than the first day of the semester**. Faculty members shall

post their ~~class~~ **teaching** and office hours schedule **for students in the appropriate modality in which they teach**. **Faculty who have an office location on campus shall also post their teaching and office hour schedule** on or adjacent to the faculty office door. ~~within the first week of each semester and email schedule to the Instruction Office for approval no later than the first day of the semester. If a faculty member does not have an on-campus office, office hours will be emailed to the Instruction Office for posting on the District website.~~

9.9.5 ~~9.9.7~~ The District will post faculty **teaching and office hours** schedules to the website.

9.9.6 ~~9.9.8~~ Full-time faculty who are assigned to work on campus shall be provided with an office on campus. The office shall be furnished with a desk, a computer, a telephone, two chairs, and a bookshelf.

9.10 **Service on Committees**

Faculty shall participate on college committees and other professional assignments, and these activities will be documented as part of the evaluation process.

9.11 **Assigned Duties**

Each academic employee shall meet, on time and regularly, all of his or her assigned duties. These duties include but are not limited to teaching, counseling, lab assignments, committee assignments, and submission of **census** and grades. ~~progress reports, and census sheets.~~

9.12 **Right of Assignment**

The District retains the right to assign academic employees in a manner which provides for the efficient operation of the District's educational program. Such assignments shall not be made in an arbitrary, capricious, or discriminatory manner.

9.13 ~~Adjunct Evaluation~~ **Additional Workload**

9.13.1 Part-time Faculty Evaluations

~~Regular or contract~~ **Full-time** faculty members are required to complete one part-time faculty evaluation per semester, if assigned. Regular or contract faculty members who complete more than one ~~adjunct~~ **part-time** evaluation per semester, or who are not on contract and agree to complete an evaluation, ~~will~~ **shall** be compensated ~~at $250 per completed evaluation~~ **at the stipend rate specified in 18.6**.

9.13.1.**1 Upon review and approval of the peer evaluation by the appropriate Dean and the Vice President of Academic Affairs, payment of Part-time Faculty Evaluation stipends will be made.**

9.13.2 **Mandated Curriculum**

9.13.2.1 **Faculty who are required to create a new course per District or Chancellor's Office request or requirement, or required to revise a course outside the regular curriculum update cycle shall be compensated at the stipend rate specified in Article 18.6**

9.13.2.2 **Faculty required to create a new program per District or Chancellor's Office request shall be compensated a stipend established by mutual agreement and outlined in a stipend request.**

9.13.2.3 **Upon review and approval by the appropriate Dean and the Vice President of Academic Affairs, payment for mandated curriculum will be made.**

9.13.2.4 **Part-time faculty may be compensated up to two (2) additional hours for curriculum management software training. Part-time faculty shall be compensated at the stipend rate specified in Article 18.6**

9.13.3 **Additional Program Review**

9.13.3.1 **Full-time faculty members are required to participate in one program review in their discipline during each program review cycle. Regular or contract faculty who are required to complete more than one program review shall be compensated at the stipend rate specified in Article 18.6.**

9.13.3.2 **Full-time faculty may lead program review for both Liberal Arts and Science (LAS) degrees (Social Sciences and Humanities) by mutual agreement with the appropriate administrator. Regular or contract faculty who lead program review for the LAS degrees shall be assigned release time as specified in Article 21.17. The duties may be performed by two (2) faculty members who shall equally divide the LHE compensation.**

9.13.4 **Part-time Faculty - Participation in Course Assessment and Review**

9.13.4.1 **Part-time faculty asked to assess course Student Learning Outcomes (SLO) shall be compensated one (1) hour per course section at the stipend rate specified in Article 18.6.3**

9.13.4.1.1 **Part-time faculty shall be compensated for one (1) hour of training in the assessment management system before completing course SLO assessments**

for the first time. Part-time faculty shall be compensated at the stipend rate specified in Article 18.6.3

9.13.4.2 **In cases where no full-time faculty member has taught a course within the program review cycle, or where there is no full-time faculty member in the discipline, part-time faculty may be asked to complete a review of a course for assessment dialog or program review. Part-time faculty shall be compensated two (2) hours for each course reviewed for assessment dialogue or program review at the stipend rate specified in Article 18.6.3**

9.13.5 **Peer Online Course Review (POCR) - Siskiyou Course Design Academy and Local POCR program**

Faculty who participate in the Siskiyou Course Design Academy and/or Local POCR program shall be compensated as specified in 18.6.5.

9.13.5.3 **Faculty shall complete the application process and meet the criteria to participate in the Siskiyou Course Design Academy and local POCR program.**

9.13.5.2 **Faculty who have successfully completed the required training may serve as lead reviewer, peer reviewer, or accessibility reviewer in the local POCR program.**

9.13.6 Faculty responsibilities when working with classified support staff.

Faculty who work with classified support staff (instructional aides, lab technicians, etc.) shall coordinate the daily work of these support staff in relation to the program or area during work hours. The faculty member shall have no supervisory authority over the classified employee, but rather function as a lead worker. Any issues that arise between a faculty member and classified support staff shall be addressed and resolved by the immediate supervisor of the faculty member and classified employee. If a faculty member believes that an issue between the faculty member and classified support staff has not been resolved, the matter shall be addressed in joint meeting between the faculty member, classified support staff, and appropriate administrator(s).

9.13.1 ~~**Upon review and approval of the peer evaluation by the appropriate Dean and the Vice President of Academic Affairs, payment of part-time faculty evaluation stipends will be made.**~~

9.14   Course Size/Caps

9.14.1 Lecture: For definition of Lecture, see Article 9.3.2.1. Lecture courses will be capped at 40 students, unless otherwise limited by the size of the facility. **Faculty may add students above the course caps at their discretion.**

Exceptions to these caps are as follows:

9.14.1.1 ~~Communication 1100~~ **COMM C1000** – **Introduction to** Public Speaking: capped at 25 students.

9.14.1.2 Communication 1200 – Small Group Communication: capped at 25 students.

9.14.1.3 Communication 1300 – Interpersonal Communication: capped at 25 students.

9.14.1.4 ~~English 1001~~ **ENGL C1000** – ~~College Composition~~ **Academic Reading and Writing**: capped at 25 students.

9.14.1.5 ENGL 1501 – ~~Advanced Composition –~~ **Introduction to** Literature: capped at 25 students.

9.14.1.6 ~~English 1502~~ **ENGL C1001**– ~~College Composition –~~Critical Thinking **and Writing**: capped at 25 students.

9.14.1.7 The individual course caps above supersede all other modality course caps.

9.14.1.8 Courses in an Online Modality: capped at 33 students.

9.14.1.9 Courses in a Hybrid Modality: Lecture courses in hybrid modality vary by percentage of the course taught in an online modality versus a face-to-face format. As such, the following caps will be applied to hybrid courses in two formats:

9.14.1.9.1 Hybrid (minimum 51% online / 49% face-to-face): capped at 33 students (unless specified above).

9.14.1.9.2 Hybrid (minimum 51% face-to-face / 49% online): capped at 40 students, (unless specified above).

9.14.1.10 Lecture Course with a Lab Component: If a face-to-face lecture course has a lab component, the class cap shall be determined by the size of the facility used for the lab, but not to exceed 40 students.

9.14.1.10.1 Lecture Course with an Online Lab Component: If the lab component of a lecture course is conducted using an

online modality capped at 40 students (unless specified ~~above~~ **in 9.14.1 for individual course caps).**

9.14.1.10.2 Lecture Course with a Lab Component (Science): Science Lecture courses with two lab component course section**s** will be capped at the combined enrollments of both lab sections as determined by the size of the faculty used for the lab, but not to exceed 40 students.

9.14.2 Lab/Studio/Activity Courses: For definition of Lab/Studio/Activity, see Article 9.3.2.2. Course caps for face-to-face and/or hybrid Lab/Studio/Activity courses will be determined by size of the facilities utilized for the course. Exceptions to these course caps are as follows:

9.14.2.1 PEMA Courses: PEMA courses for intercollegiate team sports shall not have class caps, as enrollment is contingent upon recruitment.

9.14.2.2 Lab/Studio/Activity courses taught in an online modality shall be capped at 33.

9.14.2.3 Lab/Studio/Activity courses taught in a hybrid modality shall align with hybrid ratios of online versus face-to-face, as outlined in Articles 9.19.1.8.1 and 9.19.1.8.2. but not to exceed 40 students.

9.14.3 Other Lab: For definition of Other Lab, see Article 9.3.2.~~3~~ **4**. Courses caps for Other Lab courses will be determined by the size of the facilities utilized for the course.

9.14.4 Room Assignment: Room assignments are determined by the following: matching a room's physical size to the corresponding class cap, an identified video conferencing course, technology and equipment needs, availability of remaining space, and consideration of faculty requests. Faculty requests for specific rooms shall be made to the faculty member's immediate supervisor within 15 calendar days from the date when the class schedule has been posted to the college website.

The District may reduce the maximum class size (class cap) for a particular section of a course during a semester if there is insufficient classroom availability for that section of a course to reach its class cap (because the scheduled classroom is too small). Such a reduction in the class cap shall not change the class cap for subsequent semesters, as maximum class sizes are established in the article. The District shall make every effort to ~~i~~**e**nsure equitable room assignments, and temporary reductions in class caps due to room availability shall not be made in an arbitrary, capricious or punitive manner.

Faculty shall not add students beyond the pre-established physical seating in compliance with the Fire Code and ADA accommodations.

9.14.5 Class Caps Mandated by External Accrediting Agencies: If an external accrediting agency mandates a maximum class size for a particular course, the negotiated class cap shall be the same as that which is mandated by the external accrediting agency.

9.14.6 Concurrent **sections**: If the District assigns faculty to teach multiple classes concurrently, the following shall apply:

- A faculty member shall not be required to teach multiple classes concurrently unless they consent to do so.
- For full-time faculty, the class with the highest LHE shall be used for calculating workload.
- For part-time faculty or full-time faculty teaching overload, the class with the highest hourly rate of pay shall be used for determining compensation.
- The maximum class size for concurrent classes shall not exceed the class cap for the course with the highest LHE or hourly rate of pay.

Offering of any course with less than 10 students is always subject to the approval of the Vice President of Academic Affairs.

9.14.7 Large Class Size Section: The Dean in consultation with the faculty instructor may mutually agree to designate certain sections to have a large class size defined as 1.20 to 1.50 percent of the designated class cap. Faculty who have been approved to teach a large class size section with student enrollment after the first class meeting that meets the 1.20 to 1.50 percent enrollment number shall be compensated at the adjusted load factor.

Article 11: Safety

11.11 The District shall assign periodic ~~safety~~ training that is ~~required~~ **mandated** by state or federal law and contract, **whether mandated for all faculty, or for faculty in specified positions.** ~~Regular or categorical instructors shall be required to complete the assigned training without additional compensation.~~

11.11.1 Mandated training includes but is not limited to:

A. Sexual Harassment Prevention training pursuant to SB 1343, Workplace Violence Prevention Plan training, Mandated Reporter training, and Illness and Injury Prevention Plan training;

B. Safety training for faculty teaching in courses where hazardous materials, chemicals and/or dangerous equipment are routinely used, and are subject to state or federal regulations mandating training for instructors in those positions;

11.11.2 **It shall be the responsibility of all full-time faculty members to attend mandated training provided by the District and applicable to their positions and assignments without additional compensation.**

11.11.3 **If the District requires part-time faculty to complete mandated trainings as listed in 11.11.1, part-time faculty shall be compensated at the mandatory meeting rate for each hour of training required by the District, specified in 18.6.4.5**

11.11.4 Any additional required ~~safety~~ training ~~will~~ **shall** be negotiated.

11.11.5 If the ~~safety~~ training is recommended but not required, ~~unit members~~ **faculty** may choose to complete the training. No additional compensation will be paid for recommended training.

Article 13: Leaves

13.7   Bereavement Leave

A full-time faculty member shall be granted necessary leave of absence not to exceed ~~three (3) days, or~~ five (5) days ~~if travel is in excess of a three hundred (300) mile radius from the unit member's primary worksite,~~ on account of the death of any member of their immediate family. No deduction shall be made from the salary of such bargaining unit member nor shall such leave be deducted from leave granted by other Education Code, Articles of the Agreement, or provided by the Governing Board of the District.

13.7.2 Part-time Faculty

A part-time faculty member shall be granted necessary leave of absence not to exceed ~~three~~ **five** consecutive class meeting days on the account of death of any member of his/her immediate family as described in Article 13.7.

Article 17: Health and Welfare Benefits

17.2.2   Plan years: **2025-26, 2026-2027, 2027-2028**: The District's maximum dollar amount (contribution) to medical, dental, and vision shall be as follows:

- Employee only: ~~$9,391~~ **$11,100** per year
- Employee +Spouse: ~~$15,200~~ **$17,083** per year
- Employee + Children: ~~$13,914~~ **$15,758** per year

● Employee + Family: ~~**$22,220**~~ **$24,314** per year

Article 18: Compensation

18.1   Full-Time Salaries

18.1.1 ~~**Effective the first full pay period following August 1, 2022, 4% increase to full-time faculty salary schedules (Appendix N), provided that both parties ratify by August 17, 2022. If either party does not ratify, then the parties will return to bargaining**~~

2025-2026: Effective December 1, 2025, full-time faculty salary schedules increase by two percent (2%). Effective March 1, 2026, full-time faculty salary schedules increase by one quarter percent (0.25%).

The parties agree to reopen Article18 and related appendices for the purpose of faculty salary negotiations in years 2026-2027 and 2027-2028.

18.1.2 ~~**2023-2024: Effective July 1, 2023, full-time faculty salary schedules (Appendix Q) increase by 2.25%.**~~

18.1.3 ~~**2024-2025: Effective July 1, 2024, full-time faculty salary schedules (Appendix S) increase by 2.25%.**~~

18.2   Part-Time Salaries

18.2.1 ~~**Effective the first full pay period following August 1, 2022, 4% increase to full-time faculty salary schedules (Appendix N), provided that both parties ratify by August 17, 2022. If either party does not ratify, then the parties will return to bargaining**~~

2025-2026: Effective December 1, 2025, part-time faculty salary schedules increase by two percent (2%). Effective March 1, 2026, part-time faculty salary schedules increase by one quarter percent (0.25%).

The parties agree to reopen Article18 and related appendices for the purpose of faculty salary negotiations in years 2026-2027 and 2027-2028.

18.2.2 ~~**2023-2024: Effective July 1, 2023, part-time faculty salary schedules (Appendix Q) increase by 2.25%.**~~

18.2.3 ~~**2024-2025: Effective July 1, 2024, part-time faculty salary schedules (Appendix S) increase by 2.25%.**~~

18.3   Part-time Office Hours

Part-time faculty who are not contract or regular faculty, and who teach at least ~~40~~ **twenty (20)** percent **of a full-time faculty load shall be compensated for one (1) office hour for each twenty (20) percent of load during Fall or Spring semester, not to exceed three (3) office hours per week as specified in 9.9. Part-time faculty may hold office hours face-to-face, online, or may opt out in consultation with the appropriate administrator.** ~~but less than 60 percent, may apply for one office hour per week during each semester they teach during the academic year.~~ Compensation shall be based on the hourly non-lecture rate of each faculty member's placement on the salary schedule.

~~If the eligible part-time faculty member elects to participate in the office hour program, Part-time faculty shall schedule office hours shall be scheduled so that students may reasonably avail themselves of the scheduled office hour.~~

Section 18.3 may be reopened for bargaining if the funding formula for reimbursement of Part-time Faculty Office Hours changes.

The office hour will not count in LHE calculation.

18.5   Payroll Adjustments

18.5.1   ~~**Payroll Adjustments 18.2.1**~~ Underpayment: Any payroll error resulting in insufficient payment for an employee in the bargaining unit shall be corrected, and a supplemental check issued as soon as possible after it has been determined that a payroll error has been made.

18.6   Additional Compensation

18.6.1   The District may offer faculty the opportunity to perform other work that is reasonably related to traditional faculty duties and that is above and beyond their load and duties. Faculty shall not be obligated to perform these additional duties but may agree to do so.

18.6.2   Unless there is another negotiated agreement (MOU or stipend), full-time and part-time faculty shall be compensated at the completion of a work product established by mutual agreement and outlined in a stipend request. Upon review and approval of the work product by the appropriate Dean and the Vice President of Academic Affairs, payment of the stipend will be made to the faculty member.

18.6.2.1   Regular or contract faculty members who complete more than one (1) part-time faculty evaluation per semester, or while not

on contract as specified in Article 9.13.1, shall be compensated at $250 per additional completed evaluation.

18.6.2.2 **Faculty who are required to create a new course by the District or Chancellor's Office as specified in Article 9.13.2 shall be compensated as follows:**

    18.6.2.2.1 **New courses that are three (3) or more credits, or the equivalent in hours for noncredit courses, shall be paid at $1000 per new course.**

    18.6.2.2.2 **New courses that are less than three (3) credits, or the equivalent in hours for noncredit courses, shall be paid at $500 per new course.**

    18.6.2.2.3 **New courses that are created using C-ID descriptors shall be paid at $300 per new course.**

    18.6.2.2.4 **Curriculum may be created by two (2) or more faculty and the stipend divided accordingly, not to exceed one hundred (100) percent, and in collaboration with the appropriate administrator.**

18.6.2.3 **Faculty who are required to revise a course outside the regular curriculum update cycle per District or Chancellor's Office request or requirement as specified in Article 9.13.2 shall be compensated at $300 per revised course.**

18.6.2.4 **Regular or contract faculty who are required to complete more than one (1) program review as specified in Article 9.13.3 shall be compensated at $750 per additional program review.**

18.6.3 **Full-time and Part-time Faculty may also be compensated an hourly stipend rate for work authorized by the District that they perform during periods when they are not under contract or for other authorized non-teaching duties during the academic year.**

18.6.3.2 **Full-time and Part-time Faculty shall be compensated at 70% of Lecture Line D salaries on the part-time salary schedule for regular semesters.**

18.6.3.1 **Faculty shall complete timesheets for authorized work compensated at the hourly stipend rate and submit them to the appropriate Dean or Vice President by established deadlines.**

18.6.4 **Part-time faculty compensation for Additional Workload.**

Part-time faculty shall be compensated at the hourly stipend rate for curriculum, student learning outcomes (SLO) assessment and reviewing of courses for assessment dialog and program review as specified in 18.6.3.2

18.6.4.1 **One (1) hour for curriculum management software training, as specified in 9.13.2.**

18.6.4.2 **One (1) hour per course section for SLO assessment as specified in 9.13.4**

18.6.4.3 **One (1) hour for training in the assessment management system before SLO assessment (one-time training) as specified in 9.13.4**

18.6.4.4 **Two (2) hours for each completed review of a course for assessment dialogue or program review, as specified in 9.13.4**

18.6.4.5 **If the district requires part-time faculty to attend discipline or district meetings, or to complete mandated training as specified in 11.11.1, part-time faculty shall be compensated at the mandatory meeting rate of $25 per hour.**

18.6.5 **Peer Online Course Review (POCR) - Siskiyou Course Design Academy and Local POCR program**

Faculty who participate in the Siskiyou Course Design Academy or Local POCR program as specified in 9.13.5 shall be compensated for training and online course review.

18.6.5.1 **Faculty who complete the course preparation and pre-alignment phase of the Siskiyou Course Design Academy shall receive $750. Faculty shall receive $750 after peer review and final alignment of their course to the Siskiyou Course Design Rubric. Local badging of their online course shall serve as evidence of final alignment.**

18.6.5.2 **Faculty who complete the six (6) week POCR training course required to participate in the Local POCR Program shall receive $900.**

18.6.5.3 **Faculty who serve as lead reviewer shall receive $500 per online course review.**

18.6.5.4 **Faculty who serve as peer reviewer shall receive $300 per online course review.**

18.6.5.5 Faculty who serve as accessibility reviewer shall receive $300 per online course review.

18.6.6 Full-time faculty shall not receive additional compensation for any activity for which they are receiving flex credit.

18.6.7 If total additional compensation for any individual faculty member exceeds $2,500 for individual stipends, the District and Association shall negotiate a separate stipend agreement.

18.7 Compensation for Work Experience and Special Studies

18.7.1 Workload for Work Experience faculty shall be paid at $100 per enrolled student, per semester.

18.7.2 Special Studies classes shall be paid a flat rate of $500.00 per student, per lab unit, and they shall be deemed overload classes if taught by a full-time faculty member and in accordance with Article 9.3.1.

Article 20: Faculty Service Area and Competency Standards

20.1   Competencies

Full-time faculty are competent in a discipline if they meet any of the following criteria:

20.1.1 The minimum qualifications as set forth by the Board of Governors for a discipline.

20.1.2 Possession of a Community College teaching credential in the discipline.

20.1.3 Equivalence in the discipline as ~~determined~~ **recommended** by the COS Equivalency Committee **as needed within the hiring process.** ~~The application for equivalency must be received by Human Resources no later than February 15~~.

Article 21: Reassignment Policies ~~and Additional Compensation~~

21.1   **Reassigned Time**

The District has the right to assign faculty to work that is reasonably related to traditional faculty duties (teaching, counseling, library services, and coaching). The LHE or hourly compensation for this other work, also referred to as "load," "reassigned time," or "release time," is delineated in this article.

21.1.1 If the District assigns a faculty member to other duties not delineated in this article, to the greatest extent possible the District shall provide the Association with its initial proposals for the job duties and LHE or stipends for these duties by the following deadlines:

- March 1 for any work to be performed during the summer.
- April 15 for any work to be performed during the subsequent fall semester.
- October 1 for any work to be performed during the winter intersession.
- November 1 for any work to be performed during the spring semester.

21.1.2 Regardless of when an initial proposal is received by the Association, in accordance with California law, all stipends or LHE and the corresponding faculty duties shall be negotiated between the District and the Association prior to the performance of any work. Absent a negotiated agreement, the current agreement, no matter the date parameters, will be used to pay the unit member.

21.1.3 All full-time unit members maintain the right to refuse an additional assignment and its corresponding compensation if it is over and above their full-time load.

21.~~2~~.1.4 Ongoing Reassignments ~~**All assignments**~~ must be performed by one person, unless specified otherwise in this negotiated agreement.

21.2.~~1~~ ECE Coordinator: 20% of the maximum load obligation (LHE) for the contract year

21.2.1 Provide guidance in Early Childhood Education to prepare students for 1) Transfer, 2) fulfillment of the Child Development Training Consortium Permit Matrix requirements for state licensing, and 3) fulfillment of COS Certificate and Associate Degree requirements on the Weed and Yreka campuses and in satellite sites as necessary with variable schedules.

21.2.2 Provide leadership and coordinate the ECE program with ROP programs, local high schools, California Chancellor's Office, local childcare agencies, and ECE Advisory Committee.

21.2.3 Integrate ECE program with Discovery Child Development Center.

21.2.4 Recruit students and promote the ECE programs.

21.2.5 Advise students in career planning.

21.2.6 Coordinate with Occupational Education/VTEA Director regarding Core Indicators and SCANS competencies.

21.2.7 Attend and participate in staff, Chancellor's Office and CDTC meetings, and contribute through appropriate committee assignments.

21.2.23 Fire Technology Coordinator: 24 LHE per contract year

> Duties may be performed by two full-time members, with LHE proportionally divided in accordance with duties performed. Under the direct supervision of an Educational Administrator, the Fire Technology Coordinator shall provide administrative services and advice by assisting in instructional planning to ensure that Fire courses provided by the District meet any applicable state-mandated instructional requirements and assure compliance with the District policies, procedures and applicable laws. Such assistance shall include sharing his/her expertise and experience related to course material included in the Fire Technology degree program and in Academy and State Fire Marshall course planning. The Coordinator shall meet minimum qualifications for instructor's employment with the District and qualifications consistent with those required for teaching Fire Technology (Fire) courses.

> 21.3.1 The Coordinator shall provide special services and advice in Fire curriculum and instructional planning.
>
> > a. Notify District of any curriculum updates made necessary by changes to state-mandated instructional requirements and prepare a listing of resources necessary for any new or revised program/course.
> >
> > b. Recommend Fire course schedules, approvals, and evaluations in accordance with timelines set by the Educational Administrator and on an on-going basis, notify the Educational Administrator of any recommended or required instructional cycle, approvals, or schedule changes.
> >
> > c.   Conduct the District's Career Technical Education Fire Technology Advisory Committee meetings, and meet upon the request of the Educational Administrator to assess compliance with CTE standards.
> >
> > d. In an emergency situation and during the regular semester, serve as course instructor and/or day-to-day substitute for Fire instructors when District is unable to otherwise secure a substitute instructor.

> 21.3.2 The Coordinator shall provide advice and planning regarding the training resources necessary for Fire Technology program offerings. The Coordinator shall:
>
> > a. Prepare a report for the Educational Administrator which assesses whether the Fire program maximizes resources available for its operations, effectively manages available resources, and proposes budgetary revisions for the Fire program and/or contract education programs for Cal Fire.

b. Prepare and submit to the Educational Administrator a proposal for new funding sources for the Fire program (e.g., grants, gifts, fundraising proposals)

c. Prepare and submit a strategic facility plan for Fire courses as needed.

d. Contact agencies proximate to District which employ firefighters and which might benefit from Fire instruction and submit a report regarding such potential needs.

21.**3**.3 The Coordinator shall participate in the selection of personnel assigned to teach Fire courses and ensure that all instructors of certified courses meet any applicable requirements and standards for instructors.

21.**3**.4 The Coordinator shall provide expert advice in the control and discipline of the training environment. The Coordinator shall:

a. On an on-going basis, or more often if indicated, visit the training environment for each Fire course and ensure that facilities and equipment meet any applicable standards for discipline and safety.

b. On an on-going basis, report immediately to the Educational Administrator any departure from any certifying standards observed by or made known to Coordinator.

c. On a weekly basis while Fire Courses are occurring, or as otherwise agreed to between the Coordinator and the Educational Administrator, provide updates on any program developments.

21.~~2.3~~ **4** Technical Director/~~Supervisor~~ **Coordinator** (Theater) – ~~20%~~ **33%** of the maximum load obligation (**10** LHE) for the contract year.

21.**4**.1 Collaborate ~~with other theatre and musical ensemble~~ with members of the design team and director~~s~~ **of Theater Arts program productions.**

21.**4**.2 Manage and coordinate all technical elements of ~~main stage theatrical productions, studio productions and musical concerts~~ **Performing Arts departmental events**.

21.**4**.3 ~~Oversee~~ **Coordinate and ensure safety for** set construction, rigging, ~~scheduling crews, running crews, and set up/tear down for musical ensemble~~ **lighting hang, and strike for all tech rehearsals and** performances.

21.**4**.4 Review and update **safety** policies for ~~safety, planning, and training~~ **technical equipment, and train employees and staff**.

21.**4**.5 Oversee equipment inventory and provide long-term planning for equipment purchases.

21.4.6 Create and manage the production calendar for Performing Arts departmental events.

21.4.7 Mentor student workers and coordinate their duties in specific areas of technical theater production.

21.4.8 Coordinate recruitment and outreach to local schools and educators.

21.4.9 Set and Lighting Design - Duties may be performed by two faculty members with LHE proportionally divided in accordance with assigned duties.

> **21.4.9.1 Create the necessary plans for the execution of set and lighting designs for theater program productions.**

> **21.4.9.2 Attend technical rehearsals and perform duties specific to lighting and set designer.**

21.4.10 If the set and lighting design duties are performed by two faculty members, the Technical Director/Coordinator shall notify the Vice President of Academic Affairs (VPAA) no later than June 15 of the names of faculty who will receive release time, and the amount of release time, for the upcoming academic year. If there are any changes to release time for the spring semester, the Technical Director shall notify the VPAA by November 1.

21.~~2.4.~~**5** Assistant Director Nursing Duties, LVN to RN Step-Up Program – 15 LHE each contract year.

This position may be filled by up to two individuals, with the duties and LHE compensation divided among the two individuals not to exceed the total.

21.**5**.1 Under the direction and guidance of the Director, the Assistant Director will function in the absence of the Director for all duties, except supervision of staff.

21.**5**.2 Assist the Director of Nursing in updating of policies and procedures, BRN required forms and Self-Study Reports.

21.**5**.3 The Assistant Director will liaise with the students and faculty in their assigned facility. The Assistant Director is the liaison for healthcare facilities for the students and faculty to ensure clinical placement is appropriate.

21.**5**.4 Intercede if there are issues or concerns identified by the faculty, student or clinical agency.

21.**5**.5 Ensure that students and faculty are appropriately oriented to the facility.

21.**5**.6 Ensure faculty instructors are aware of nursing program policies, procedures and activities.

21.**5**.7 Assist in evaluation of the students and facility.

21.**5**.8 Communicate issues and concerns with the Director of Nursing.

21.**5**.9 Assist the Director of Nursing in conducting weekly faculty meetings.

21.**5**.10 Attend Advisory Committee meetings and other program meetings as required.

21.**5**.11 Assure that end of semester evaluations are completed by students for each class and clinical facility for feedback, in keeping with negotiated evaluation processes.

21.**5**.12 Participate with the Director of Nursing at meetings pertaining to Associate Degree Nursing.

21.**5**.13 Participate in the evaluation of transfer and challenge applicants.

21.~~2.5~~ **6** Assistant Director, Vocational Nursing Program – 7.5 LHE for two regular semesters (for program start up), thereafter 3.75 LHE each regular semester per active LVN cohort.

This position may be fulfilled by up to two individuals, with the duties and LHE compensation divided among the two individuals not to exceed the total.

21.**6**.1 Assist the Director of Nursing in carrying out selected administrative duties with the exception of supervising staff.

21.**6**.2 Assist the Director of Nursing in preparing materials that must be submitted to vocational Nursing accrediting bodies.

21.**6**.3 Assist the Director of Nursing as needed in arranging facilities needed for the graduation ceremony, including scheduling the theatre, seeking volunteers to assist with graduation announcements and programs, and inviting appropriate college and hospital representatives.

21.**6**.4 Work with the class officers to organize and guide periodic student meetings throughout the semester to provide a formal opportunity for student input and a time to give information to students about graduation, topics discussed at faculty meetings, etc.

21.**6**.5 Encourage the class to elect a student representative to act as a liaison at faculty meetings.

21.**6**.6 Participate in the orientation of new faculty.

21.**6**.7 Coordinate clinical rotations each semester by contacting appropriate hospital/agency personnel; educate personnel regarding student expectations, and schedule appropriate orientation/training for each facility.

21.**6**.8 Communicate with other instructors regarding need for "early intervention" or other remediation for students at risk.

21.**6**.9 Assure that end of semester evaluations are completed by students for each class and clinical facility for feedback in accordance with negotiated processes.

21.**6**.10 Participate with Director of Nursing at meetings pertaining to Vocational Nursing.

21.**6**.11 Participate in the evaluation of transfer and challenge applicants.

21.2.6 ~~Orientation of New Faculty~~
~~**21.2.6.1 New full-time faculty will participate in an orientation and the mentoring process. New full-time faculty shall receive 1 LHE per regular semester during their first two semesters of employment.**~~

- ~~**Complete 1st semester and 2nd semester New Faculty Orientation course in Canvas or other platform.**~~

- ~~**Engage regularly with faculty mentor throughout first year to discuss topics in orientation course and to ask questions about processes, contacts, best practices, etc.**~~

~~**21.2.6.2 New Faculty Mentor: 0.5 LHE per regular semester for two semesters**~~
~~**The Academic Senate shall appoint Faculty Mentors not to exceed one mentee per regular semester.**~~

- ~~**Complete New Faculty Mentor Training.**~~

- ~~**Engage regularly with faculty mentee throughout first year to discuss topics in the New faculty Orientation course (in Canvas or other platform) and to answer questions about processes, contacts, best practices, etc.**~~

~~**21.2.6.3 New part-time faculty or returning part-time faculty who have had a break in service of three (3) years or more will participate in an orientation and mentoring process. New part-time faculty will receive compensation in the amount of stipend rate in Article 21.12.3 for a minimum of one hour and not to exceed three hours.**~~

~~**21.2.7 Phi Theta Kappa/Honors Advisor: 1.5 LHE per regular semester**~~

21.2.7.1 ~~Hold election for Phi Theta Kappa (PTK) student chapter officers once per academic year.~~

21.2.7.2 ~~Attend regular meetings with PTK chapter officers (at least twice per month).~~

21.2.7.3 ~~Communicate as needed with PTK International Headquarters.~~

21.2.7.4 ~~Communicate as needed with PTK regional leadership (CA/NV).~~

21.2.7.5 ~~Obtain a list of all PTK and Honors-eligible students from Admissions and Records at least once per regular academic semester.~~

21.2.7.6 ~~Notify all PTK and Honors-eligible students of their eligibility at least once per regular academic semester.~~

21.2.7.7 ~~Hold at least one "open enrollment" periods for PTK and Honors-eligible students.~~

21.2.7.8 ~~Process PTK membership payments.~~

21.2.7.9 ~~Hold at least one formal PTK and Honors Induction Ceremonies per academic year.~~

21.2.7.10 ~~Coordinate at least one college service project with PTK and Honors students per academic year.~~

21.2.7.11 ~~Help organize events for Honors students for community service requirements.~~

21.2.7.12 ~~Oversee PTK/Honors budget.~~

21.2.7.13 ~~Assist students who may apply for PTK/Honors scholarships.~~

21.2.7.14 ~~If there is sufficient student interest and resources, attend regional and/or national PTK and Honors conferences.~~

21.2.7.15 ~~Organize and coordinate Honors courses with faculty.~~

21.2.7.16 ~~Other duties as needed to maintain the PTK chapter.~~

21.~~6.8.1.~~**7** Welding/Advanced Manufacturing Coordinator: 25% of the maximum load obligation (LHE) for the contract year.

21.7.1 The Welding/Advanced Manufacturing Faculty Coordinator reports directly to the Administrator responsible for Welding, and the duties are:

12.7.2 Ensure that the equipment is properly maintained to meet safety standards and facilitate the repair of any equipment that is inoperable or does not meet safety standards.

Program Coordination Duties:

21.7.2.1 Release time will be approved to provide input for organization of the Welding and Advanced Manufacturing courses.

21.7.2.2 Provide continuous quality review and improvement of the program.

21.7.2.3 ~~Participate in~~ **Coordinate** advisory committee meetings.

21.7.2.4 Inventory equipment, consumable supplies and work with vendors to fulfill program needs on the Yreka and Weed campuses for both Advanced Manufacturing and Welding programs.

21.7.2.5 Assist in recruitment of students for the programs from high schools, adult education programs, and business & industry.

21.7.2.6 Represent the College by participating in community and national organizations and educational workshops and internships that enhance the welding industry.

21.7.2.7 Order supplies and materials for the start of the semester.

21.7.2.8 Conduct a regular inventory assessment of supplies and materials.

21.7.2.9 Facilitate the delivery of and recycling of scrap material.

21.7.2.10 Ensure power tools and hand tools are maintained and repaired.

21.7.2.11 Develop and maintain processes in which the College's tools and equipment are inventoried and accounted for.

21.7.2.12 Monitor the welding facility and surrounding building grounds to ensure compliance with safety standards and regulations.

21.~~6.9.~~8 **Work Experience Coordinator – 3 LHE** per semester (when performed by a part-time faculty member paid at the lab rate)

21.8.1 Work directly with faculty in identifying and placing students in appropriate work experience locations.

21.8.2 Develop program planning and oversight of the College Work Experience program.

21.8.3 Develop and maintain all records, employer contracts, and student files as required by District Policy and Procedures and state regulations.

21.8.4 Monitor assignments of grades and units for Work Experience students.

21.8.5 Conduct work experience orientations each semester as necessary to meet student's needs.

21.8.6 Assist in establishing policies, procedures, and priorities for all activities of the Work Experience Program.

21.8.7 Promote the Work Experience program to the business community.

21.8.8 Interpret District policies and procedures, Title 5, and other relevant policies, laws and regulations pertaining to work experience.

21.8.9 Prepare end of semester program evaluation using Research Office statistics, such as enrollment figures, completion rates, success rates, and FTES.

21.8.10 Advise students regarding work experience.

21.8.11 It is understood that these duties may require work off-campus and/or during irregular hours.

21.8.12 Coordinate with community services and agencies.

21.7 ~~After consultation with the Association president and the faculty member performing the duties, and after efforts at performance improvement, removal from office may be done by the CIO for non-performance of duties. The CIO shall provide justification for removal from duty in writing to the faculty member and the Association.~~

21.~~8~~**9** **Academic Senate Appointments**

21.9.1 Academic Senate President: 10 LHE each regular semester

21.9.1.1 If the District and Senate President mutually agree that the Senate President will perform work in the summer, the Senate President shall be paid at the ~~supplemental hourly~~ **stipend** rate as specified in Article ~~22.7.2~~. **18.6.3.**

21.9.1.2 ~~The expected duties for t~~**T**he Senate President shall be available for meetings, projects or consultations regarding 10+1 issues.

21.9.1.3 The Academic Senate President shall notify the Vice President of Academic Affairs no later than June 15 of the names of the members of the Academic Senate Executive Committee, including its officers who will be granted release time, and the amount of each person's release time, for the upcoming academic year. If there are any changes to release time for the spring semester, the Academic Senate President shall notify the District by November 1.

21.9.**2** Committee Chair Reassignment

The following committee chairs shall be elected by the Academic Senate and shall receive the following LHE compensation:

21.**9.2.1** Curriculum Committee Chair: 4 LHE each regular semester

21.9.**2.1.1** Mentor new members of the Curriculum Committee to ensure the new members understand the basics of reviewing course outlines, can complete a technical review of all new course proposals, and understand all committee procedures.

21.9.**2.1.2** Ensure the creation of meeting agendas and minutes and is responsible for providing the overall organization for weekly Curriculum Committee meetings (sending announcements, working with staff to reserve rooms, etc.).

21.9.**2.1.3** Review all Curriculum Committee submissions before placing them on the weekly agenda.

21.9.**2.1.4** Mentor faculty in the methodologies and paradigms to be used for all course, curriculum, and program submissions.

21.9.**2.1.5** Assist faculty in the submission of curriculum.

21.9.**2.1.6** Liaison between the college and its curriculum software providers.

21.9.**2.1.7** Establish and provide periodic training for all faculty in the use of curriculum software.

21.9.**2.1.8** Report monthly to the Senate-of-the-Whole on all matters pertaining to curriculum.

21.9.**2.1.9** Ensure that the Curriculum Committee website is current and up to date and that all meeting agendas and minutes are posted in a timely fashion.

21.9.**2.1.10** Coordinate the technical review of course, curriculum and program curriculum submissions.

21.9.**2.1.11** Create a list of Curriculum Committee recommendations for approval by the Academic Senate.

21.9.**2.1.12** Documents and forwards decisions to the Curriculum Committee program assistant for final typing and signatures before submission to the Vice President of Academic Affairs.

21.9.**2.1.13** Conduct periodic faculty workshops on completing forms and other curriculum processes.

21.9.**2.1.14** Maintain the Curriculum Handbook to ensure that it is up to date.

21.9.**2.1.15** Coordinate the consultation of all academic policies as it pertains to curriculum between the faculty and administration.

21.9.**2.1.16** Generate annual schedules for regularly revising course outlines and programs for each discipline, and submit a status report to the Senate-of-the-Whole.

21.**9.2.2** SLO **Assessment** Coordinator: ~~2~~ **4** LHE per regular semester.

This duty may be performed by two faculty members, who shall equally divide the duties and LHE compensation.

21.**9.2.2.**1 Schedule and organize regular meetings of the SLO committee as needed.

21.**9.2.2**.2 ~~Assist faculty in the maintaining of~~ **Facilitate** curriculum map~~ping~~ **ping of programs with faculty.**

21.**9.2.2**.3 ~~Assist faculty in updating outcomes and~~ **Coordinate** the assessment of ~~those~~ **Student Learning Outcomes on a regular cycle**. **Assist faculty in the submission of outcomes assessment data.**

21.**9.2.2**.4 ~~Assist faculty in identifying appropriate courses for implementation of outcomes assessment.~~ **Facilitate dialogue among faculty on student learning outcomes at the course, program and GE level.**

21.**9.2.2**.5 ~~Assist faculty in the documentation of outcomes assessment~~.**Conduct periodic faculty workshops on assessment and use of assessment software.**

21.**9.2.2**.6 Regularly communicate with the Academic Senate regarding the outcome's assessment process.

21.**9.2.2**.7 ~~Oversee~~ **Facilitate** the evaluation of the SLO assessment process for faculty.

21.**9.2.2.8** **Mentor faculty in the methodologies and paradigms of assessment.**

21.**9.2.2.9** **Liaise between the college and its assessment software providers.**

21.9.2.3 Phi Theta Kappa/Honors Advisor: 1.5 LHE per regular semester

21.9.2.3.1 **Hold election for Phi Theta Kappa (PTK) student chapter officers once per academic year.**

21.9.2.3.2 **Attend regular meetings with PTK chapter officers (at least twice per month).**

21.9.2.3.3 **Communicate as needed with PTK International Headquarters.**

21.9.2.3.4 **Communicate as needed with PTK regional leadership (CA/NV).**

21.9.2.3.5 **Obtain a list of all PTK and Honors-eligible students from Admissions and Records at least once per regular academic semester.**

21.9.2.3.6 **Notify all PTK and Honors-eligible students of their eligibility at least once per regular academic semester.**

21.9.2.3.7 **Hold at least one "open enrollment" periods for PTK and Honors- eligible students.**

21.9.2.3.8 **Process PTK membership payments.**

21.9.2.3.9 **Hold at least one formal PTK and Honors Induction Ceremonies per academic year.**

21.9.2.3.10 **Coordinate at least one college service project with PTK and Honors students per academic year.**

21.9.2.3.11 **Help organize events for Honors students for community service requirements.**

21.9.2.3.12 **Oversee PTK/Honors budget.**

21.9.2.3.13 **Assist students who may apply for PTK/Honors scholarships.**

21.9.2.3.14 **If there is sufficient student interest and resources, attend regional and/or national PTK and Honors conferences.**

21.9.2.3.15 **Organize and coordinate Honors courses with faculty.**

21.9.2.3.16 **Other duties as needed to maintain the PTK chapter.**

21.9.2.4 **Orientation of New Faculty**

21.9.2.4.1 **New full-time faculty will participate in an orientation and the mentoring process. New full-time faculty shall receive 1 LHE per regular semester during their first two semesters of employment. Assigned duties include:**

- **Complete 1st semester and 2nd semester New Faculty Orientation course in Canvas or other platform.**

- **Engage regularly with faculty mentor throughout first year to discuss topics in orientation course and to ask questions about processes, contacts, best practices, etc.**

21.9.2.4.2 **New Faculty Mentor: 0.5 LHE per regular semester for two semesters. The Academic Senate shall appoint Faculty Mentors not to exceed one mentee per regular semester. Assigned duties include:**

- **Complete New Faculty Mentor Training.**

- **Engage regularly with faculty mentee throughout first year to discuss topics in the New faculty Orientation course (in Canvas or other platform) and to answer questions about processes, contacts, best practices, etc.**

21.9.2.4.3 **New part-time faculty or returning part-time faculty who have had a break in service of three (3) years or more will participate in an orientation and mentoring process. New part-time faculty will receive compensation in the amount of stipend rate in Article 18.6.3 for a minimum of one hour and not to exceed three hours.**

21.10 **Athletic Director: 75% of the maximum load obligation (LHE) for the contract year.**

    21.10.1 **Under direction of the President and in line with the college's vision, mission, and institutional goals, is responsible for coordination of the district's intercollegiate athletic programs.**

    21.10.2 **Plan, organize, and coordinate the men's and women's intercollegiate athletic programs.**

    21.10.3 **Coordinate all aspects of game management according to 3C2A Constitution & Bylaws.**

    21.10.4 **Ensure compliance with all rules, regulations, procedures, and policies for the intercollegiate athletics program.**

    21.10.5 **Assume responsibility for the program's compliance with Title IX objectives.**

    21.10.6 **Plan, monitor, and coordinate the athletics budgets and expenditures.**

    21.10.7 **Provide leadership in college initiatives impacting student athletes.**

    21.10.8 **Organize and administer programs of intercollegiate competition.**

    21.10.9 **Conduct eligibility workshops for athletes and teams.**

    21.10.10 **Communicate with administrators, district personnel, and contractors to coordinate activities and programs, resolve issues and conflicts, and exchange information.**

    21.10.11 **Represent the college regarding the athletic program at conferences and in the community.**

    21.10.12 **Work closely with the director of the College Foundation to coordinate fundraising efforts and Alumni Relations.**

    21.10.13 **Conduct annual intercollegiate athletic program review, evaluation, and recommendation to supervisor.**

    21.10.14 **Coordinate the use, maintenance, and security of equipment and facilities.**

    21.10.15 **Create and maintain an environment that prioritizes sportsmanship and civility.**

21.11 **Head Coaches: Reassign time**

Head Football Coach: ~~15~~ **17** LHE per year or ~~540~~ **612** hours per year

Head Women's Soccer Coach: ~~10~~ **12** LHE per year or ~~360~~ **432** hours per year

Head Men's Soccer Coach: ~~10~~ **12** LHE per year or ~~360~~ **432** hours per year

Head Men's Basketball Coach: ~~10~~ **12** LHE per year or ~~360~~ **432** hours per year

Head Women's Basketball Coach: ~~10~~ **12** LHE per year or ~~360~~ **432** hours per year

Head Baseball Coach: ~~10~~ **12** LHE per year or ~~360~~ **432** hours per year

Head Volleyball Coach: ~~10~~ **12** LHE per year or ~~360~~ **432** hours per year

Head Softball Coach: ~~10~~ **12** LHE per year or ~~360~~ **432** hours per year

Head Track & Field Coach: ~~10~~ **12** LHE per year or ~~360~~ **432** hours per year

Head Cross Country Coach/Assistant Track & Field Coach: ~~10~~ **12** LHE per year or ~~360~~ **432** hours per year

Head Beach Volleyball Coach: 12 LHE or 432 hours per year

Assistant Football Coach: 8 LHE or 288 hours per year

Part-time faculty are paid at the lab rate for head coaching duties. Part-time faculty hours calculation ~~360~~ **432 hour**s/18 weeks x 0.5 multiplier = ~~10~~ **12 LHE**.

21.11.1   Recruiting and Retention

~~**Head coaches shall receive an annual recruiting and retention stipend: $3,500 per academic year per program. This stipend will be paid in two equal payments ($1,750) on the first part-time faculty or overload pay cycle of each regular semester.**~~

Each head coach shall meet with the appropriate educational administrator to set goals for recruiting and retention at the end of each program's season.

21.11.2   Duties of Head Coaches:

    21.11.2.1 ~~a.~~ Provide direction in all facets of particular intercollegiate athletic program.

    21.11.2.2 ~~b.~~ Adhere to the rules and regulations of the ~~**CCCAA**~~ **3C2A** Constitution and Bylaws, Decorum Policy, and recruiting rules.

    21.11.2.3 ~~c~~. Attend all athletic contests and coach the assigned team.

    21.11.2.4 ~~d.~~ Coordinate visitations for prospective students of a particular intercollegiate athletic program.

    21.11.2.5 ~~e.~~ Assist in the marketing and promoting of the intercollegiate program in local and outside communities.

    21.11.2.6 ~~f.~~ Plan, organize, and facilitate practice.

21.11.2.7 ~~g.~~ Matriculation Coordinator for students participating in athletic program/team.

21.11.2.8 ~~h.~~ Retention Coordinator for students on particular athletic program/team.

21.11.2.9 ~~i.~~ Field Liaison for particular athletic program/team.

21.11.2.10 ~~j.~~Travel Coordinator for particular athletic program/team.

21.11.2.11 ~~k.~~ Assistant Student Health Coordinator for students on particular athletic program/team.

21.11.2.12 ~~l.~~ Assistant Strength Coordinator for students on particular athletic program/team.

21.11.3   Program Management

Head ~~C~~coaches are responsible for assisting in budget development and monitoring their program budget and expenditures. Travel arrangements and scheduling are the coaches' responsibility. The coach is responsible for monitoring attendance, academic performance, and behavior of students within particular athletic program/team. The coach is also responsible to provide information on college services (financial aid, student housing, categorical programs, etc.) to all student athletes. The coach is responsible for ~~CCCAA~~ **3C2A** paperwork, including eligibility, and to monitor and assist with athletes' behavior according to the ~~CCCAA~~ **3C2A** Decorum Policy.

21.11.4   ~~CCCAA~~ **3C2A** Compliance Meetings

Head ~~C~~coaches are responsible to attend Golden Valley Conference, Northern California Football Conference, and ~~CCCAA~~ **3C2A** meetings as directed. **Head** ~~C~~coaches are expected to be active and knowledgeable in the ~~CCCAA~~ **3C2A** organization and rules. Attend in-service training on the current ~~CCCAA~~ **3C2A** Constitution and Bylaws, Decorum Policy, and Recruiting Rules.

21.11.5   **Duties of Assistant Coaches:**

21.10.5.1   **In collaboration with the Head Football coach, the Assistant Football Coach will plan, organize, direct and monitor all activities of the intercollegiate Football program: recruitment, retention, matriculation, strength & conditioning, eligibility, behavior/conduct of student athletes in the program.**

21.11.5.2 **Ensure compliance with all regulations, rules, procedures and policies for the program as established by the 3C2A, NCFC, and COS.**

21.11.5.3 **Promote COS athletics in the community.**

21.11.5.4 **Assist student athletes in academic and athletic preparation for transfer to four-year colleges.**

21.11.5.5 **Serve as Coordinator of Offense or Defense and coach a position.**

21.11.5.6 **Assist Head Football Coach with game travel.**

21.12 ~~ASC~~ **Academic Success Center Director/Learning Assistance** Coordinator: ~~40%~~ **75%** of the maximum load obligation (LHE) for the contract year.

Responsibilities and Duties:

21.12.1 ~~In conjunction with individuals functioning in a research capacity, evaluate effectiveness of ASC functions on course Student Learning Outcomes (SLOs) outside the ASC "lab" courses.~~ **Coordinate daily operations of Academic Success Center (ASC) services including scheduling classrooms, coordinating the work of staff, directing ASC outreach opportunities, and coordinating all aspects of learning assistance programs.**

21.12.2 ~~Coordinate evaluation of the effectiveness of the ASC (frequency of use, the academic success of users, functionality, etc.)~~ **Regularly assess effectiveness of ASC programs to support accessible and equitable student experiences.**

21.12.3 ~~Collaborate with teaching and non-teaching~~ **instructional** ~~faculty to develop, market, and deliver critical skills building/academic workshops; evaluate the effectiveness of these workshops~~ **Maintain and enhance core services like tutoring, learning workshops, academic coaching, and test proctoring to meet evolving student needs and align with student success initiatives**.

21.12.4 ~~Work with the Tutoring Coordinator and ASC staff to establish and facilitate small group tutoring~~ **Collaborate with the Tutoring and Learning Services Coordinator to develop curriculum for ongoing tutor training and associated assessments.**

21.12.5 ~~Work with Student Access Services program to support students with tutoring and learning assistance~~ **Coordinate with programs and student support services to integrate academic and learning support for students**.

21.12.6 **Report to** appropriate educational administrators ~~to support students with learning assistance and resource referrals~~ **on the impact of ASC services and highlight areas for growth with attention to equitable outcomes.**

21.12.7 ~~Assist in the coordination of faculty and staff development opportunities with the Flex/Staff Development Committee and the Human Resources Office~~ **Coordinate learning workshops including recruiting facilitators, approving curriculum, and assessment of student learning outcomes.**

21.12.8 **Develop curriculum and coordinate assessments for academic coaching.**

21.12.9 **Coordinate Program Review for the ASC.**

21.12.10 **Evaluate and recommend technology upgrades to ensure instructional tools meet the diverse needs of students and staff, and support accessibility and engagement.**

21.12.11 **Coordinate/implement ASC staff training on instructional technologies.**

21.12.12 **Develop policies that maintain safety and predictability for students and staff in the ASC and provide ongoing training for all staff and student workers who support ASC services.**

21.12.13 **Serve on committees and councils as the ASC representative.**

21.12.14 **Coordinate with the appropriate educational administrator to plan and develop services at the Yreka ASC.**

21.13 POST Coordinator/Director: 75% of the maximum load obligation (LHE) for the contract year.

Responsibilities and Duties:

- Creates training schedules.

- Maintains POST-mandated training standards per regulations.

- Attends POST-mandated trainings and meetings.

- Promotes the effective use of instructional methods, technology, testing and remediation.

- Maintains Academy discipline among the cadets.

- Exercises responsibility for the integration and sequencing of instruction so that students are instructed and tested in a logical progression consistent with POST Training and Testing specifications.

- Participates in the hiring, assignment, and evaluation of Academy staff.

- Coordinates Academy training facilities.

- Maintains a safe and appropriate environment in support of instruction.

- Maintains currency with ongoing and new developments in the area of responsibility.

- Maintains current and complete inventories; submits requests as needed for Academy supplies, materials, and equipment.

- Maintains and coordinates maintenance on various equipment used during instruction.

- Ensures student evaluations are completed.

- Completes various reporting procedures as requires; works effectively with college and POST staff.

- Provide direction and guidance for Recruit Training Officers (RTO) and instructional staff.

- Ensure training and testing specifications are current and meet POST guidelines. Maintain high standards of the POST testing process and related materials.

- Assists in marketing and promotion of the Academy.

- Assists with budgeting as requested.

- Performs other necessary duties which assure the smooth functioning of the POST Basic Academy as assigned by the appropriate educational administrator.

21.14 Emergency Medical Services (EMS) Program ~~EMS Coordinator~~/
Director/**Coordinator**: ~~50~~ **75**% of the maximum load obligation (LHE) for the contract year. ~~**If the District adds an additional program, then the EMS Coordinator shall receive an additional 4 LHE per contract year.**~~

Responsibilities and Duties

21.14.1 Coordinates all aspects of the Paramedic/EMS education programs: planning, implementation, and evaluation.

21.14.2 Maintains all components of the Paramedic Program to meet the CoAESMSP/CAAHEP accreditation requirements.

21.14.3   Provides coordination in other EMS ~~education~~ programs as needed.

21.14.4   Coordinates and facilitates ~~all aspects of~~ **contracts** **for** the Paramedic Clinical/Field Education Program.

21.14.5   ~~Communicates with hospitals and EMS agencies to place students~~ **Oversee and monitor placement of all students with faculty** in clinical and/or field rotations in hospitals and EMS agencies. **Serve as liaison to ensure clinical placement is appropriate.**

21.14.6   Monitors compliance with requirements of students and manages the clinical contract process.

21.14.7   Develop the course schedule and identify instructors or other support staff.

21.14.8   Provide continuous quality review and improvement of the program.

21.14.9   Involve the program Medical Director in course operation and student and program evaluations.

21.14.10   Coordinate with Local Emergency Medical Services Agencies **to maintain local approval.**

21.14.11   Plan and hold instructor meetings.

~~Meet all other CoAEMSP/CAAHAEP accreditation requirements.~~

21.15 **Emergency Medical Services (EMS) Instructor: 4 LHE per contract year for reassigned duties:**

21.15.1   **Communicate with hospitals and EMS agencies to place students in clinical and/or field rotations.**

21.15.2   **Collaborate with local EMS agencies to keep current with local policy.**

21.15.3   **Coordinate with Expert Instructional Aides to provide skills instruction.**

21.15.4   **Maintain relationships with industry affiliates and local educational facilities to facilitate ongoing recruitment.**

21.15.5   **Coordinate with the EMS Program Director/Coordinator to maintain accreditation records.**

21.15.6 Under the direction of the EMS Program Director/Coordinator, the EMS instructor will complete the duties of the Program Director in their absence.

21.16 Dual Enrollment Coordinator: 50% of the maximum load obligation (LHE) for the contract year.

21.16.1 Coordinate all aspects of dual enrollment at the College.

21.16.2 Ensure agreements with local educational facilities are in accordance with College policies, and state and federal law.

21.16.3 Serve as liaison and coordinate the scheduling of dual enrollment course offerings.

21.16.4 Monitor enrollment, registration, and continuous support of dual enrolled students.

21.16.5 Monitor status of dual enrollments and provide continuous quality review and improvement of the program.

21.16.6 Participate in outreach efforts at local educational facilities.

21.16.7 Collaborate with program administrators and staff to implement academic pathways for high school students.

21.17 Reassigned Time for LAS Program Review

Regular or contract faculty who lead program review for both Liberal Arts and Science (LAS) degrees in Social Sciences and Humanities as specified in Article 9.13.3.2 shall receive 3 LHE reassigned time. This duty may be performed by two (2) faculty members who shall equally divide LHE compensation.

21.14 ~~Additional Compensation~~

21.14.1 ~~The District may offer faculty the opportunity to perform other work that is reasonably related to traditional faculty duties and that is above and beyond their load and duties. Faculty shall not be obligated to perform these additional duties but may agree to do so.~~

21.14.2 ~~Unless there is another negotiated agreement (MOU or stipend), full- time and part-time faculty will be compensated for work authorized by the District at the following rate: $50 per hour.~~

This includes any work that faculty perform during periods when they are not under contract during the academic year. Full-time faculty shall not receive additional compensation for any activity for which they are receiving flex credit. If total additional compensation for any individual faculty member exceeds $2,000 per regular semester or summer or winter intersession, the District and Association shall negotiate a separate stipend agreement.

21.14.3   Any full-time or part-time faculty who are authorized by the District to perform additional non-teaching duties shall complete timesheets and submit these to their appropriate supervisor by the deadlines established by the District.

Appendix C, Student Evaluation Forms

Student Evaluations - On Campus, Hybrid, and Synchronous Online Classes

Course:
Instructor:
Date:

Please give honest and thoughtful answers to the following questions. Your individual responses will be anonymous. Responsible student ratings can help instructors improve and evaluate their teaching effectiveness.

Please rate your instructor:
1. My instructor provided a syllabus and course policies are clear and easy to find.
    ○ Strongly agree
    ○ Agree
    ○ Neutral
    ○ Disagree
    ○ Strongly Disagree

2. The class sessions are well organized.
    ○ Strongly agree
    ○ Agree
    ○ Neutral
    ○ Disagree
    ○ Strongly Disagree

3. The course content is presented clearly and supports my learning.
    ○ Strongly agree

- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

4. I received clear and helpful feedback in class.
   - ○ Strongly agree
   - ○ Agree
   - ○ Neutral
   - ○ Disagree
   - ○ Strongly Disagree

5. The instructions for the assignments are presented and/or communicated clearly.
   - ○ Strongly agree
   - ○ Agree
   - ○ Neutral
   - ○ Disagree
   - ○ Strongly Disagree

6. The assignments in the course support my learning.
   - ○ Strongly agree
   - ○ Agree
   - ○ Neutral
   - ○ Disagree
   - ○ Strongly Disagree

7. I regularly receive meaningful feedback on the work I submit.
   - ○ Strongly agree
   - ○ Agree
   - ○ Neutral
   - ○ Disagree
   - ○ Strongly Disagree

8. There are opportunities for useful communication and/or collaboration with other students in the course.
   - ○ Strongly agree
   - ○ Agree
   - ○ Neutral
   - ○ Disagree
   - ○ Strongly Disagree

9. My instructor regularly communicates with the class in a way that demonstrates an interest in helping us learn.
   - ○ Strongly agree
   - ○ Agree
   - ○ Neutral

- ○ Disagree
- ○ Strongly Disagree

10. I receive clear and timely updates about how my work is graded and how I'm doing in the course throughout the semester.
    - ○ Strongly agree
    - ○ Agree
    - ○ Neutral
    - ○ Disagree
    - ○ Strongly Disagree

11. My instructor has regular office hours and is reasonably available to me.
    - ○ Strongly agree
    - ○ Agree
    - ○ Neutral
    - ○ Disagree
    - ○ Strongly Disagree

12. My instructor creates a supportive and engaging learning environment.
    - ○ Strongly agree
    - ○ Agree
    - ○ Neutral
    - ○ Disagree
    - ○ Strongly Disagree

What else would you like to share about the experience of taking this course?

Student Evaluations - Online Asynchronous Classes

Course:
Instructor:
Date:

Please give honest and thoughtful answers to the following questions. Your individual responses will be anonymous. Responsible student ratings can help instructors improve and evaluate their teaching effectiveness.

Please rate your instructor:
1. My instructor provided a syllabus and course policies are clear and easy to find.
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

2. It is easy to navigate this course and locate course materials.
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

3. The course content is presented clearly and supports my learning.
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

4. The instructions for the assignments are clear.
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

5. The assignments in the course support my learning.
   ○ Strongly Agree
   ○ Agree
   ○ Neutral
   ○ Disagree
   ○ Strongly Disagree

6. I regularly receive feedback on the work I submit.

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

7. I receive clear and helpful feedback on assignments and activities in the course.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Neutral
   - ○ Disagree
   - ○ Strongly Disagree

8. There are opportunities for useful communication and/or collaboration with other students in the course.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Neutral
   - ○ Disagree
   - ○ Strongly Disagree

9. My instructor regularly communicates with the class in a way that demonstrates an interest in helping us learn.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Neutral
   - ○ Disagree
   - ○ Strongly Disagree

10. I receive clear and timely updates about how my work is graded and how I'm doing in the course throughout the semester.
    - ○ Strongly Agree
    - ○ Agree
    - ○ Neutral
    - ○ Disagree
    - ○ Strongly Disagree

11. My instructor is reasonably available to me and information on how to contact the instructor is easy to find.
    - ○ Strongly agree
    - ○ Agree
    - ○ Neutral
    - ○ Disagree
    - ○ Strongly Disagree

12. My instructor creates a supportive and engaging learning environment.

  ○ Strongly Agree
  ○ Agree
  ○ Neutral
  ○ Disagree
  ○ Strongly Disagree

What else would you like to share about the experience of taking this course?

Student Evaluations - Athletic Programs

Coach:

Athletic Program:

Date:

This survey is part of the evaluation process for your head coach at College of the Siskiyous. Your responses will remain anonymous. Student feedback is valuable in helping your coach improve and evaluate their effectiveness.

Please select the answer that best reflects your response to the following statements. Your answer should be the one that most closely expresses your opinion.

1. Coach helped me with being accepted into the program and/or maintaining my eligibility to play.
   Strongly Agree
   Agree
   Neutral
   Disagree
   Strongly Disagree

2. Coach is always ready to facilitate practice and helps me develop skills.
   Strongly Agree
   Agree
   Neutral
   Disagree
   Strongly Disagree

3. Coach assists me with overall fitness and strength building.
   Strongly Agree
   Agree
   Neutral
   Disagree
   Strongly Disagree

4. Coach attends all athletic contests and games.
   Strongly Agree
   Agree
   Neutral
   Disagree
   Strongly Disagree

5. Coach always seems prepared for game day travel.
   Strongly Agree

Agree
Neutral
Disagree
Strongly Disagree

6. Coach treats the players with respect.
   Strongly Agree
   Agree
   Neutral
   Disagree
   Strongly Disagree

7. Coach supports my ability to do well in my academic classes.
   Strongly Agree
   Agree
   Neutral
   Disagree
   Strongly Disagree

8. Coach assists with matters related to student health (injuries, nutrition, sleep habits etc.).
   Strongly Agree
   Agree
   Neutral
   Disagree
   Strongly Disagree

9. Evaluate the effectiveness of your coach in supporting your athletic goals:
   Very High
   High
   Average
   Low
   Very Low

10. Comments and suggestions. What else would you like to share about your experience in this athletic program?

Student Evaluations – Counselors

This questionnaire is part of the evaluation process for all faculty at College of the Siskiyous. Your responses will remain anonymous. Student feedback is valuable in helping counselors improve and evaluate their effectiveness.

1. Which counselor did you meet with?

2. What was the primary purpose of your appointment today?

   □ Academic Counseling   □ Career Counseling   □ Personal Counseling
   □ Transfer Counseling   □ Other_____

3. What was the modality of your counseling appointment? □ In Person □ Zoom □ Phone

4. Please select the answer that best reflects your response to the following statements. Your answer should be the one that most closely expresses your view, and your fair and honest opinion is what really counts. If any of the statements did not apply to your counseling appointment or did not occur, please choose "Does Not Apply."

The Counselor...	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
Kept the appointment as scheduled and I was able to get an appointment in a reasonable amount of time.					
Was organized and well prepared with information needed for the appointment.					
Answered my questions and explained information clearly.					
Encouraged me to ask questions and express my opinions.					
Seemed genuinely interested in helping me.					
Understood my request and/or concerns and helped me seek solutions to my problems.					
Helped me identify and create realistic short-term or long-term goals.					

Treated me with respect and made me feel safe and comfortable.					
Was knowledgeable about academic programs and requirements for completing degrees/certificates.					
Provided accurate referrals to helpful resources either within the college or externally.					

Comments related to your service evaluation ratings (Question #4) are highly encouraged and provide the counselor with valuable information about the service they provided for you today. Please write in your responses to the following questions.

5. What did you find especially helpful about this counselor during your interactions with them?

6. What, if anything, could this counselor do to improve or more effectively help you?

Student Evaluations - Distance Education and Instructional Design (DE/ID) Coordinator

Please give honest and thoughtful answers to the following questions. Your individual responses will be anonymous. Please rate your experience:

1. The DE/ID Coordinator presents and/or communicates information clearly and effectively.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

2. The DE/ID Coordinator is knowledgeable about the topic(s) being presented.

   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

3. The DE/ID Coordinator encourages me to ask questions and seems genuinely interested in helping me learn.

   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

4. The DE/ID Coordinator is reasonably available to me outside of formal workshops and facilitated courses and/or Distance Education information is easy to find.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

5. The DE/ID Coordinator creates a supportive and engaging learning environment in the workshops and/or facilitated courses in which I have participated.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

6. Evaluate the effectiveness of your DE/ID Coordinator in supporting your online teaching:

Very High
High
Average
Low
Very Low

7. What else would you like to share about your experience with the DE Coordinator? Please provide comments on your interactions with the DE Coordinator or what you found especially helpful or beneficial.

Student Evaluations - Librarian

Please give honest and thoughtful answers to the following questions. Your individual responses will be anonymous. Responsible student ratings can help instructors improve and evaluate their teaching effectiveness.

Please rate your learning experience with the librarian:

1. The librarian presented information clearly and effectively.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

2. The librarian was knowledgeable about the topic(s) presented.

   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

3. The librarian encouraged me to ask questions and seemed genuinely interested in helping me learn.

   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

4. I would feel comfortable visiting the library and asking the librarian for research help

   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

5. I am comfortable with my knowledge of this topic:

   Before the class presentation/ EdTalk/ library micro-course:

   - Strongly agree
   - Agree
   - Neutral
   - Disagree

- Strongly Disagree

After the class presentation/ EdTalk/ library micro-course:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

6. What else would you like to share about your experience with the librarian? Please provide comments on your interactions or what you found especially helpful or beneficial.

Appendix D, Peer Evaluation Forms

Peer Evaluator Checklist - Online Asynchronous Classes

This document is designed to assist Faculty Peer Evaluators in providing constructive feedback on online course design elements that support student engagement and success.

The Evaluation Team and the faculty member being evaluated select any one instructional module (except an exam module) for peer review. The Welcome or Orientation module and Syllabus are always evaluated.

Use the checklist to look for evidence of, or potential for, any of the items specific to course design and accreditation standards.

Syllabus (document or Syllabus tool)	Present	Partially Present	Not Present
Accurate Course Outline of Record information that includes Course Student Learning Outcomes			
Instructor preferred contact method and availability and expected response times (24-48 hours)			
Online student and technical support and academic resources are easy to locate			
Institutional and specific course policies relevant for learner success			
Guidelines on participation and course expectations			

Course Navigation	Present	Partially Present	Not Present
Overall, the course structure is clear, navigable, and consistent, leveraging Canvas tools and modules to organize content effectively and reduce cognitive load.			
Includes a clearly marked Welcome or Orientation module that includes COS-specific information and resources.			

Easy to locate guides or information on how to navigate this specific course.			

Instructional Module(s)	Present	Partially Present	Not Present
The module learning objectives are clearly stated and show what students will be able to do. They match the overall goals of the course.			
The module has instructional content that aligns with and is sufficient to meet the module objectives.			
Includes instructions for learners to work with instructional content in meaningful ways (e.g., guiding students to take notes during a video, explaining what to look for in an article, etc.).			
Assessments directly evaluate module learning objectives through a variety of course-level appropriate assignments.			

Interaction (RSI)	Present	Partially Present	Not Present
Pre-Course Contact Look for the Welcome Memo or Welcome Announcement			
Instructor Initiated Interaction Look for regular instructor-initiated interaction with students using Canvas communication tools (Announcements, Inbox, Chat) or other tools (Pronto).			
Student-Initiated interaction Students are encouraged to initiate contact with the instructor through easily accessed contact information including consistently scheduled office hours. Look at the home page, the Welcome Module (a Communication Plan), syllabus, or announcements that encourage students to contact the instructor.			

Facilitated Student Interaction			
The course design encourages regular student-to-student interaction focused on the content, with the instructor actively supporting, guiding, or enhancing these discussions to promote deeper learning. Look for weekly discussions, peer reviews or critiques, announcements with reply available, a statement to encourage use of Pronto, or other creative ways to get students talking about the content.			

Assessments	Present	Partially Present	Not Present
Overall, assessments occur at regular intervals throughout the course to provide students with feedback on learning and performance. Look in the syllabus or welcome module for information on grades and course assessments. Within the module, a variety of assessments—such as written assignments, tests, and discussions—are used to give students timely feedback.			
Instructions clearly explain how students can successfully complete assessments.			
Rubrics, defined expectations, or clear guidance on how work will be evaluated are included for most or all relevant assessment activities in the module.			

Narrative of Peer Observation

The purpose of the evaluation process is to enhance faculty effectiveness in teaching and identify areas for improvement. Your narrative should relate to the criteria in the checklist and illustrate how the course elements were demonstrated successfully. Provide explanation for any course elements checked with "Partially Present" or "Not present" with suggestions on how the faculty member should seek to improve. It should also accurately and appropriately reflect comments and ratings in the student evaluations, as appropriate. Be specific in your commendations, suggestions, and recommendations.

Appendix E, Administrator and Release Time Evaluation Forms

Release Time Evaluation - Academic Success Center Director/Coordinator (75%)

Faculty member being evaluated:

Discipline(s) in which faculty member being evaluated teaches:

Provide an evaluation of the release time duties using the rubric:

Release Time Duties	Exceeds Expectations	Meets Expectations	Needs to Improve
1. Coordinate daily operations of Academic Success Center (ASC) services including scheduling classrooms, coordinating the work of staff, directing ASC outreach opportunities, and learning assistance programs.			
2. Regularly assess effectiveness of ASC programs to support accessible and equitable student experiences.			
3. Maintain and enhance core services like tutoring, learning workshops, academic coaching, and test proctoring to meet evolving student needs and align with student success initiatives.			
4. Collaborate with the Tutoring and Learning Services Coordinator to develop curriculum for ongoing tutor training and associated assessments.			

5. Coordinate with programs and student support services to integrate academic and learning support for students.			
6. Report to appropriate educational administrators on the impact of ASC services and highlight areas for growth with attention to equitable outcomes.			
7. Coordinate learning workshops including recruiting facilitators, approving curriculum, and assessment of student learning outcomes.			
8. Develop curriculum and coordinate assessments for academic coaching.			
9. Coordinate Program Review for the ASC.			
10. Evaluate and recommend technology upgrades to ensure instructional tools meet the diverse needs of students and staff, and support accessibility and engagement.			
11. Coordinate/implement ASC staff training on instructional technologies.			
12. Develop policies that maintain safety and predictability for students and staff in the ASC. Provide			

ongoing training for all staff and student workers who support ASC services.			
13. Serve on committees and councils as the ASC representative.			

14. Discuss overall evaluation. **<u>Write a summary as it relates to the release time duties listed above.</u>**

Administrator Signature:

Administrator: _____

Signature: _____Date: _____

Release Time Evaluation - Athletic Director (75%)

Faculty member being evaluated:

Provide an evaluation of the release time duties using the rubric:

Release Time Duties	Exceeds Expectations	Meets Expectations	Needs to Improve
1. Plan, organize, and coordinate the men's and women's intercollegiate athletic programs.			
2. Coordinate all aspects of game management according to 3C2A Constitution & Bylaws.			
3. Ensure compliance with all rules, regulations, procedures, and policies for the intercollegiate athletics program.			
4. Assume responsibility for the program's compliance with Title IX objectives.			
5. Plan, monitor, and coordinate the athletics budgets and expenditures.			
6. Provide leadership in college initiatives impacting student athletes.			
7. Organize and administer programs of intercollegiate competition.			

8. Conduct eligibility workshops for athletes and teams.			
9. Communicate with administrators, district personnel, and contractors to coordinate activities and programs, resolve issues and conflicts, and exchange information.			
10. Represent the college regarding the athletic program at conferences and in the community.			
11. Coordinate fundraising efforts and Alumni Relations.			
12. Conduct annual intercollegiate athletic program review, evaluation, and recommendation to supervisor.			
13. Coordinate the use, maintenance, and security of equipment and facilities.			
14. Create and maintain an environment that prioritizes sportsmanship and civility.			

15. Discuss overall evaluation. **Write a summary as it relates to the release time duties listed above.**

Administrator Signature:

Administrator: _____

Signature: _____Date: _____

Release Time Evaluation - Dual Enrollment Coordinator (50%)

Faculty member being evaluated:

Provide an evaluation of the release time duties using the rubric:

Release Time Duties	Exceeds Expectations	Meets Expectations	Needs to Improve
1. Coordinate all aspects of dual enrollment at the College.			
2. Ensure agreements with local high school districts are in accordance with College policies, and state and federal law.			
3. Serve as liaison and coordinate the scheduling of dual enrollment course offerings.			
4. Provide counseling and registration support for dual and concurrently enrolled high schools.			
5. Track enrollment for dual-enrolled classes in the high schools.			
6. Provide continuous quality review and improvement of the dual enrollment program.			
7. Participate in outreach efforts at local high schools.			

8. Collaborate with program administrators and staff to implement academic pathways for high school students.			

9. Discuss overall evaluation. **<u>Write a summary as it relates to the release time duties listed above.</u>**

Administrator Signature:

Administrator: _____

Signature: _____Date: _____

Release Time Evaluation - EMS Director/Coordinator (75%)

Faculty member being evaluated:

Provide an evaluation of the release time duties using the rubric:

Release Time Duties	Exceeds Expectations	Meets Expectations	Needs to Improve
1. Coordinate all aspects of the Paramedic/EMS education programs: planning, implementation, and evaluation.			
2. Maintain all components of the Paramedic Program to meet the CoAESMSP/CAAHEP accreditation requirements.			
3. Coordinate other EMS programs as needed.			
4. Coordinate and facilitate contracts for the Paramedic Clinical/Field Education Program.			
5. Oversee and monitor placement of all students with faculty in clinical and/or field rotations in hospitals and EMS agencies. Serve as liaison to ensure clinical placement is appropriate.			
6. Monitor compliance with requirements of students and manages the clinical contract process.			

7. Develop the course schedule and identify instructors or other support staff.			
8. Provide continuous quality review and improvement of programs.			
9. Coordinate with the program Medical Director in course operation and student and program evaluations.			
10. Coordinate with Local Emergency Medical Services Agencies to maintain local approval.			
11. Plan and hold instructor meetings.			

12. Discuss overall evaluation. **Write a summary as it relates to the release time duties listed above.**

Administrator Signature:

Administrator: _____

Signature: _____Date: _____

Release Time Evaluation - Fire Technology Director/Coordinator (24 LHE per contract year)

If the duties are performed by two faculty members with LHE proportionally divided in accordance with duties performed, both faculty will be evaluated on their individual release time duties.

Faculty member being evaluated:

Provide an evaluation of the release time duties using the rubric:

Release Time Duties	Exceeds Expectations	Meets Expectations	Needs to Improve	N/A
1. Coordinate FireTechnology curriculum to ensure that courses provided by the District meet any applicable state-mandated instructional requirements and assure compliance with the District policies.				
2. Notify District of resources necessary for any new or revised program/course.				
3. Recommend Fire course schedules, approvals, and evaluations in accordance with timelines set by the Educational Administrator.				
4. Serve as Chair of the District's Career Technical Education Fire Technology Advisory Committee meetings.				
5. Plan and coordinate the training resources necessary for Fire Technology program offerings.				

6. Provide continuous quality review and improvement of Fire Technology Programs.				
7. Coordinate with the Dean or appropriate administrator on the selection of personnel assigned to teach Fire Technology courses. Ensure that all instructors of certified courses meet any applicable requirements and standards for instructors.				
8. Assess the training environment for each Fire Technology course and ensure that facilities and equipment meet any applicable standards for discipline and safety.				
9. Provide weekly updates to the appropriate educational administrator on Fire Courses as appropriate.				

10. Discuss overall evaluation. **Write a summary as it relates to the release time duties listed above.**

Administrator Signature:

Administrator: _____

Signature: _____Date: _____

Administrator Evaluation - Distance Education and Instructional Design Coordinator

Faculty member being evaluated:

<u>Provide an evaluation of the coordinator duties using the rubric:</u>

Distance Education and Instructional Design Coordinator Duties	Exceeds Expectations	Meets Expectations	Needs to Improve
1. Collaborates with faculty in the selection of appropriate online teaching methodologies to support equitable achievement of student learning outcomes.			
2. Assists faculty in the effective use of instructional technologies to promote online student engagement.			
3. Provides faculty with training in course design to support student learning.			
4. Provides faculty training on topics pertinent to current Federal, State, District, and accreditation standards.			
5. Develops and curates resources and training specific to Accessibility and Universal Design for Learning.			
6. Coordinates and tracks faculty online teaching certification and recertification training.			
7. Serves as chair of the Distance Learning Committee.			

8. Serves as campus POCR lead and coordinates local POCR and Siskiyous Course Design Academy.			
9. Revises and updates distance learning policies and procedures at the college.			
10. Recommends appropriate DE technologies for use in online courses.			
11. Participates in non-instructional Program Review to continuously improve Service Area Outcomes.			
12. Completes annual Distance Education reports and studies as required by the District or Ed Code.			

13. Discuss overall evaluation. **Write a summary as it relates to the Distance Education and Instructional Design Coordinator duties listed above.**

Administrator Signature:

Administrator: _____

Signature: _____Date: _____

Administrator Evaluation Form - Librarian

Faculty member being evaluated:

<u>**Provide an evaluation of the librarian duties using the rubric:**</u>

Librarian Duties	Exceeds Expectations	Meets Expectations	Needs to Improve
1. Is reasonably available to students to provide in-person and online reference service.			
2. Develops and maintains the library's electronic and physical collections so that they meet the diverse needs of students and faculty.			
3. Collaborates with faculty to select and deselect materials for the library's electronic and physical collections.			
4. Guides the content and function of the library website.			
5. Creates and updates library guides, tutorials, and other instructional resources for students and faculty.			
6. Collaborates on developing and updating library policies and procedures.			
7. Coordinates with library staff to maintain current job skills. Develops training materials for student workers.			

8. Develops surveys and measures of library collections and services that meet internal and external needs and requirements.			
9. Develops the library's budget and coordinates library spending.			
10. Manages day-to-day library operations.			
11. Participates in program review to continuously improve library services.			

12. Discuss overall evaluation. **<u>Write a summary as it relates to the librarian duties listed above.</u>**

Administrator Signature:

Administrator: _____

Signature: _____Date: _____

Appendix F, Self Evaluation Form

As part of the evaluation process, you should write a narrative summarizing your efforts and activities since your previous evaluation. The narrative should include the following elements:

- Student Surveys

- Peer Evaluations

- Administrative Evaluation

- Service on Committees

- Service to the Discipline

- Professional Development Activities or Professional Innovations

    - *DEIA Reflection

- Future Goals and Plans for Addressing Current Identified Trends

*College of the Siskiyous recognizes and encourages proficiency in diversity, equity, inclusion, and accessibility (DEIA) related competencies (Title V, sec. 53425). Your self evaluation should also include a self-reflection statement that shows development towards or proficiency in working with the diverse communities we serve. The contents of this statement shall not be used as evidence to support a less than satisfactory rating on any item listed in article 7.1, Standards of Performance. In this subsection of your self-evaluation, you should address the following:

- How have you improved your understanding of equity and working with diverse communities as it relates to your field and/or College of the Siskiyous? This may include but is not limited to:

    - Curriculum modifications

    - Professional development related to DEIA

    - Review of professional materials and best practices for working with diverse learners in your field

    - Analysis of disaggregated student assessment and success data in program review

- How have you used or will you use this understanding to improve instructional practices and/or services in your area?

Appendix G - Evaluation Summary Forms

Evaluation Summary - Instructional Faculty

Faculty member being evaluated:

Members of evaluation committee – identify chair with (C) after name:

Discipline(s) in which faculty member being evaluated teaches:

Status of faculty member being evaluated (circle one only):

- Regular (tenured) – complete all items 1- ~~14~~ **16**

- Contract (probationary/tenure track) – complete all items **1-16**

- Temporary Full-time – complete all items **1-16** (Annual evaluations are required for all temporary full-time faculty.)
- Temporary Part-time – complete items 1- ~~7~~ **11** and ~~13-15~~ **14-16**
- Temporary Part-time limited – complete 1-6**, 11** and ~~13-15~~ **14-16** (Limited part-time faculty are only those who teach as part of an academy or who team teach for less than 25 hours in a semester.)

~~Identify all method(s) of delivery (face-to-face, interactive video, online, hybrid):~~

Identify all modalities in which this instructor teaches:

Provide an evaluation of the Standards of Performance using the rubric:
Use N/A ~~below~~ if the item does not apply or cannot be verified. In narrative **(#15)**, explain rationale.

Instructional Duties	Exceeds Expectations	Meets Expectations	Needs to Improve
1. Communicates their subject clearly and effectively.			

2. Demonstrates a mastery of their subject material.			
3. Provides clear assignments and/or directions to students that consider learning differences.			
4. Creates a learning environment that supports success for all students.			
5. Communicates consistently with students in a manner that demonstrates an interest in helping them learn.			
6. Provides regular and substantive feedback concerning students' mastery of course-related materials or skills.			
7. Provides for each student a current and complete course syllabus for each course taught.			
8. Provides each student with timely information regarding grading standards and academic progress on a regular basis throughout the semester.			
9. Prepares and submits accurate records and reports to the appropriate offices within established deadlines.			

	Exceeds Expectations	Meets Expectations	Needs to Improve
10. Maintains scheduled office hours as required and is reasonably available to students.			
11. Works with District staff, students and colleagues in a collegial and collaborative manner that acknowledges diverse perspectives and experiences.			

Other Professional Contributions	Exceeds Expectations	Meets Expectations	Needs to Improve
12. Participates in department, committee and college governance meetings.			
13. Participates in course improvement and program review to equitably improve learning outcomes.			

14. Discuss overall evaluation. **Write a brief summary as it relates to the Standards of Performance listed above. It should accurately represent the findings in the peer, administrative, and student evaluations.**

15. ~~**In the space below,**~~ Provide a narrative to explain why any items above were checked with "Needs to Improve". ~~**and**~~ Provide a **specific** description **and detailed plan** of how the faculty member should seek to improve. **Identify a timeline for improvement including progress checks and the resources required to support the faculty member in meeting expectations.**

16. Check one of the boxes below for any position other than regular (tenured) faculty:

- Recommend: Continue - exceeds/meets expectations

- Recommend: Continue with needs improvement
- Does not recommend: Do not continue

Full-time Faculty Evaluation Committee Signatures:

Name of chair: _____

Signature: _____Date: _____

Name of peer: _____

Signature: _____Date: _____

Name of peer: _____

Signature: _____Date: _____

Administrator: _____

Signature: _____Date: _____

Part time Faculty Evaluator Signature:

Name of evaluator:_____

Signature: _____Date: _____

Signature of Faculty Member Evaluated:

My signature below confirms that I have received a copy of this evaluation but it does not necessarily indicate my agreement. I understand that I may respond to this evaluation with a written statement that will become part of my tenure file **and/or personnel file**.

Name of faculty member evaluated: _____

Signature: _____Date:

Evaluation Summary - Non-instructional Faculty

Faculty member being evaluated:

Members of evaluation committee – identify chair with (C) after name:

Discipline(s) in which faculty member being evaluated teaches:

Status of faculty member being evaluated (circle one only):

- Regular (tenured) – complete all items 1- ~~14~~ **13**

- Contract (probationary/tenure track) – complete all items **1-13**

- Temporary Full-time – complete all items **1-13** (Annual evaluations are required for all temporary full-time faculty.)
- Temporary Part-time – complete items 1- ~~7~~ **8** and ~~13-15~~ **11-13**

~~**Identify all method(s) of delivery (face-to-face, interactive video, online, hybrid):**~~

Identify all modalities in which the faculty delivers instruction or services to the college:

Provide an evaluation of the Standards of Performance using the rubric:
Use N/A ~~below~~ if the item does not apply or cannot be verified. In narrative **(#12)**, explain rationale.

Non-Instructional Duties	Exceeds Expectations	Meets Expectations	Needs to Improve
1. Communicates their subject clearly and effectively.			
2. Demonstrates a mastery of their subject material.			
3. Provides clear directions to students that consider learning differences.			

4. Creates an environment that supports success for all students.			
5. Communicates consistently with students in a manner that demonstrates an interest in helping them learn.			
6. Maintains scheduled office hours as required and is reasonably available to students.			
7. Prepares and submits accurate records and reports to the appropriate offices within established deadlines.			
8. Works with District staff, students and colleagues in a collegial and collaborative manner that acknowledges diverse perspectives and experiences.			

Other Professional Contributions	Exceeds Expectations	Meets Expectations	Needs to Improve
9. Participates in department, committee and college governance meetings.			
10. Participates in program review to equitably improve service area outcomes.			

11. Discuss overall evaluation. **Write a brief summary as it relates to the Standards of Performance listed above. It should accurately represent the findings in the peer, administrative, and student evaluations.**

12. ~~In the space below,~~ Provide a narrative to explain why any items above were checked with "Needs to Improve". ~~and~~ Provide a **specific** description **and detailed plan** of how the faculty member should seek to improve. **Identify a timeline for improvement including progress checks and the resources required to support the faculty member in meeting expectations.**

13. Check one of the boxes below for any position other than regular (tenured) faculty:

- Recommend: Continue - exceeds/meets expectations
- Recommend: Continue with needs improvement
- Does not recommend: Do not continue

Full-time Faculty Evaluation Committee Signatures:

Name of chair: _____

Signature: _____Date: _____

Name of peer: _____

Signature: _____Date: _____

Name of peer: _____

Signature: _____Date: _____

Administrator: _____

Signature: _____Date: _____

Part time Faculty Evaluator Signature:

Name of evaluator:_____

Signature: _____ Date: _____

Signature of Faculty Member Evaluated:

My signature below confirms that I have received a copy of this evaluation but it does not necessarily indicate my agreement. I understand that I may respond to this evaluation with a written statement that will become part of my tenure file **and/or personnel file**.

Name of faculty member evaluated: _____

Signature: _____ Date: _____