



**Agreement Between the
Compton Community College District
and the
Compton Community College
Federation of Employees
(Certificated Unit)**

July 1, 2022 through June 30, 2025

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ARTICLE I: RECOGNITION

The Governing Board of the Compton Community College District, hereinafter referred to as the "District Board," hereby recognizes the Compton Community College Federation of Employees, hereinafter referred to as the "Federation" or "CCCCFE," as the sole exclusive representative for the certificated unit.

The certificated unit shall include: all full-time first contract, second contract, third contract and regular certificated classroom Instructors, Counselors and Librarians and Division Chairpersons, and all part-time certificated classroom instructors.

ARTICLE II: ACADEMIC FREEDOM

The District and Federation, recognizing that the search for the truth and the expressions of diverse opinions are essential to a democratic society, learning, and excellence in education, will encourage and protect academic freedom.

To the extent constitutionally permitted, a member of the faculty shall have the right to:

- a. freely examine or endorse unpopular or controversial ideas appropriate to course content in discussions with students, academic research and publications; nonetheless, the faculty member shall attempt to be accurate and objective and show respect for the opinions of others;
- b. select to recommend the selection of instructional materials for the courses which may contain unpopular or controversial ideas;
- c. speak and write as a citizen, provided that the faculty member recognizes a special obligation as a member of the educational profession and indicates that he or she is not speaking for Compton College or District;
- d. present all points of view, including library materials of interest, information and enlightenment without regard for the race, nationality, social, political or religious view of the author;
- e. exercise other rights as a faculty member within the structure of state and federal laws protecting such rights.

ARTICLE III: DISTRICT RIGHTS

Pursuant to the Education Code, as part of administrative responsibility to supervise and direct the work of unit members, District Administration may monitor and assess the performance of unit members at any time.

The Federation and the District agree that the Board of Trustees of the Compton Community College District shall retain all power and authority to direct, manage and control the affairs of the District granted to it by law, except as limited by the express terms of this Agreement.

Included in those duties and powers are the right to: determine its organization; direct the work of its employees; determine the times and hours of operation; determine the kinds and levels of service to be provided and the method and means of providing them; establish its educational policies, goals and objectives; insure the rights and educational opportunities of students; determine staffing patterns; determine the number and kinds of personnel required; maintain the efficiency of District operation; determine the curriculum; build, move or modify facilities; establish budget procedures and determine budgetary allocations; determine the methods of raising revenue; and take action on any matter in the event of an emergency. In addition the District retains the right to hire, classify, assign, transfer, evaluate, promote, terminate and discipline employees. The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and expressed terms of this Agreement, and then only to the extent such specific and express terms conform with the law.

The Federation recognizes and agrees that the District retains the rights to amend modify, or suspend policies and practices referred to the Agreement in case of emergency. An “emergency” shall be a natural disaster of great public calamity as described in Government Code Section 53021, paragraph (c). If an emergency is declared, the District agrees to immediately notify and consult with the Federation.

ARTICLE IV: FEDERATION RIGHTS

4.1 DISTRIBUTION OF MATERIALS

CCCFE shall have the right to distribute organizational materials on District property. The distribution of organizational materials shall take place in such a manner that employees are not distracted from performing their duties. CCCFE shall have the right to use without charge institutional bulletin boards and mailboxes. CCCFE communications placed in staff mailboxes shall bear the name of CCCFE and the date of distribution. The CCCFE President or designee shall authorize Federation communications being placed in staff mailboxes. A copy of such communications shall be sent to the office of the college President/Chief Executive Officer.

4.2 RIGHT OF ACCESS

CCCFE representatives shall have the right to access at reasonable times to areas in which employees work. CCCFE representatives may engage in recruiting activities on District property provided they do not interfere with employees during hours of duty assignment. CCCFE shall provide the District with the name of CCCFE representatives authorized to discuss organizational matters with District employees.

4.3 USE OF FACILITIES

Upon advance request, and depending upon availability, CCCFE will be granted without cost the use of the District facilities, audio-visual equipment, and duplicating equipment in connection with Federation business. The District shall present tangible evidence for denying the use of District facilities or equipment to the Federation. The CCCFE shall reimburse the District, at District cost,

for use of materials. The District agrees to provide the Federation with office space for \$1.00 per month.

4.4 REQUEST FOR DISTRICT INFORMATION

In order to carry out its responsibility as the exclusive representative of certificated employees, the Federation shall be provided, upon request, District reports and other data pertaining to the matters of collective bargaining.

4.5 PERSONNEL FILES

CCCFE shall have the right to review the personnel files of the bargaining unit members upon the written authorization of the member or when the member accompanies the CCCFE representative.

4.6 DISTRIBUTION OF AGREEMENT

The District shall provide without cost a copy of this Agreement to each member of the bargaining unit within 30 days of ratification of this Agreement. The CCCFE shall be provided with 100 copies of the Agreement, without cost, within 30 days of the ratification of this Agreement.

4.7 DUES AND PAYROLL DEDUCTIONS

Certificated bargaining unit members have the right to join or not join CCCFE.

In the event an employee elects to join the CCCFE, the District shall deduct and make appropriate remittance of the Federation of all dues (AFT, CFT and CCCFE) as regulated by the dues structure of the CCCFE within 30 days after the County of Los Angeles makes the deduction.

A list of all employees from whose pay the dues were deducted, along with the amount deducted from each employee's warrant, and a list of bargaining unit members who had authorized such deductions and from whom no deductions were made shall be sent with the remittance to the Federation.

The deduction shall be made in accordance with the following:

- a Each member of the Federation shall be entitled to payroll deduction for membership dues (AFT, CFT, CCCFE) to the Federation. The Federation shall calculate the amount to be deducted and shall advise the District of that amount to be withheld in each particular case.
- b Within 30 days of the beginning of the academic year, or within 30 days of the date of hire, the District shall deduct 1/10 of the annual dues from the employee's regular salary during each month for 10 months. Deductions for the unit members whose employment begins after the start of the academic year shall be 1/10 of the annual dues from the employee's regular salary during each month remaining in the academic year. The District shall provide tangible evidence for not complying with the 30-day remittance of dues; if a natural disaster or emergency occurs, the District shall remit the dues to the Federation within 10 additional working days.

- c. The dues deduction shall be revocable upon written notice to the Federation by the unit member, and the revocation shall be effective commencing with the next pay period after its receipt from Human Resources.
- d. The unit member shall notify the Federation of his/her revocation of authority to deduct dues. The Federation shall transmit a copy of the revocation to Human Resources.
- e. The Federation shall, upon 30 days advance notice, have the right to periodically revise the schedules of deductions it provides to the District under the provisions of this Article.

Nothing contained in this Article shall prohibit a Federation member from paying Federation dues directly to the Federation. In such cases, the Federation shall notify the District of compliance with this Article.

Hold Harmless: The Federation agrees to indemnify and hold the District harmless against any claims, suits, or any other action arising from any obligation claimed to have been imposed by the organizational security provisions of this Article.

4.8 ROSTERS

The District shall provide the Federation the following information, on file with the District, regarding newly hired full-time and part-time faculty, within 30 days of their date of hire: a) name, b) job title, c) department, d) courses of instruction, e) work location, f) work and personal cellular telephone number, g) personal email address, h) home address.

The District shall provide an updated version of the information outlined above for all bargaining unit members every 120 days or as requested by the Federation.

The Federation shall provide Human Resources with updated CCCFE membership rosters by the end of the second week of each month.

4.9 RELEASED TIME

A combined total of 100% released time will be provided for the CCCFE without loss of compensation or other contract benefits for the purposes of facilitating the processing of grievances and the implementation of this agreement. The distribution of the 100% will be determined by the CCCFE through consultation with the District-designated administrator on a semester-by-semester basis.

4.10 COMMITTEES

The CCCFE and the Academic Senate shall have the right to appoint representatives as part of the faculty component of all campus committees as listed in Administrative Regulation 2511 and to any new committees, which may additionally be established to which a faculty member may lawfully be appointed.

All such institutional standing advisory committees shall maintain records of all meetings and recommendations. Minutes of the institutional standing committees shall be posted online. Copies of such records shall be forwarded to the college President/Chief Executive Officer and the President of the CCCFE.

The CCCFE and the Academic Senate shall have the right to appoint representatives to full-time and part-time faculty and administrative screening committees and other committees as enumerated above.

ARTICLE V: FACULTY CONSULTATION AND PARTICIPATION

- 5.1** In accordance with law, the parties acknowledge the right of the Federation in consultation with the District Academic Senate to consult on the definition of educational objectives, the determination of the content of courses and curriculum and the selection of textbooks to the extent such matters are within the discretion of the public school employer under the law.
- 5.2** The parties agree that during the academic year, there will occur meetings composed of representatives of the District and the Federation. The time of such meetings shall be mutually agreed upon by both parties. In no event will there be fewer than five such meetings per academic year.
- 5.3** The parties acknowledge the right of the Federation to participate in specific areas of shared governance, which shall include but not be limited to:
- a. Campus institutional committees, or any combination thereof:
 - Budget Committee
 - Long Range Planning Committee
 - Staff Development Committee
 - Equal Employment Opportunity Committee
 - General Education Committee
 - College Matriculation Committee
 - Health and Safety Committee
 - Recruitment and Retention Committee
 - b. Screening committees for the hiring of all administrators with duties related to the academic agenda of the campus and all full-time faculty. (This includes consultation on administrative hiring and development of job descriptions for full-time faculty.)

- c. Screening and selection committees for the hiring of all full and part-time faculty, counselors and librarians for District and categorically funded programs.
- d. Shared Governance Committee (which shall include at least one representative from each Segment of the campus).
- e. Faculty Tenure Denial Grievance Committee, Equivalency Committee, and Administrative Evaluation Committee.
- f. Accreditation Committees
- g. Ad Hoc and Special Project Committees

ARTICLE VI: DIVISIONS AND DIVISION CHAIRS

6.1 DIVISION STRUCTURE

Effective July 1, 2025, there shall be six Division Chairs. The District shall determine the structure of the Divisions.

6.2 SELECTION, TERM AND REMOVAL OF DIVISION CHAIRS

- a. Division Chairs shall be elected from among the tenured and probationary faculty of the Division for a term of three years commencing on the first day of July next following the election. To qualify as a candidate for Division Chair a faculty member must have served as a tenured or probationary faculty member in the District for at least two years. In addition, each candidate for Division Chair, even if running unopposed, shall complete a statement of candidacy on a form prescribed by the District and submit the statement to the President/Chief Executive Officer or his or her designee so that it can be made available to the faculty of the Division at the time of the election.
- b. A Division Chair may be removed from his or her assignment as Chair:
 - 1) following a successful recall election in which two-thirds of the tenured and probationary division faculty present and voting voted to support the recall; or
 - i. by the President/Chief Executive Officer for: failure or refusal to perform the normal and reasonable duties of Division Chair, or for any of the formal causes for discipline specified in the Education Code, provided the Chair has been given notice of the allegations supporting the removal and an opportunity to respond; or
 - ii. unsatisfactory service as Division Chair as reflected in two evaluations of the Chair's performance in that capacity.

- c. A Division Chair who has been removed from his or her assignment as Chair shall remain ineligible to serve as Division Chair for a period of three years following the end of the academic year during which the removal became effective.
- d. The Federation President may agree upon the terms governing the conduct of Division Chair elections (including recall elections) and the manner in which they will be supervised. Absent such an agreement, Division Chair elections shall be conducted and supervised under the procedures set forth in 6.2(f).
- e. In the event a Division Chair does not complete his or her term, or the position of Chair is otherwise vacant, a new Chair shall be elected and appointed within eighteen working days in accordance with the Division Chair elections procedures adopted pursuant to Section 6.2.d. The replacement Chair shall serve for the remainder of the unexpired term. If the Division is unwilling or unable to recommend a replacement Chair by conducting a vote within fifteen working days, the President/Chief Executive Officer may appoint a replacement Division Chair from among the tenured and probationary faculty of the Division. Pending the appointment of a new Chair, the administrator assigned the supervisory responsibility for the Division shall assume the Division Chair's responsibilities.
- f. Division Chairs shall be elected by the Division and appointed by the President/Chief Executive Officer as follows:
 - 1. Regular Division Chair elections shall be held no later than April 15. Special elections (for example, to fill a vacancy) shall be held as needed.
 - 2. When a Division Chair election is required, the Dean and the President of the Federation shall each designate a single representative to jointly supervise the election (hereinafter referred to as the "Election Supervisors"). Election Supervisors will be chosen from full-time faculty outside the Division where the voting occurs
 - 3. The Election Supervisors may conduct the election at any regular or special Division meeting, provided the faculty has been given notice of the meeting, and its purpose, at least five working days in advance of the meeting date. Unless otherwise agreed, elections shall be conducted in-person using paper ballots. The Election Supervisors may, as an alternative, agree that the election shall be conducted electronically, at the same time as the Division meeting, using one of the following electronic voting platforms: www.electionbuddy.com; www.electionrunner.com. Election Supervisors are required to attend the meeting at which the election is held (whether in person or electronically) throughout voting process.
 - 4. The Election Supervisors may, as another alternative, allow faculty who did not attend the Division meeting during which the vote was held (or all faculty if no vote was held at the Division meeting) to vote in person during an extended in-person voting period not to exceed 2 work days. This extended in-person voting process can be offered to all Division faculty eligible to vote, provided that no faculty member has more than one opportunity to vote and

no votes are tabulated until all faculty have had the opportunity to vote. Faculty voting during the extended in-person voting period shall use paper ballots and a sealed ballot box located in the office of the appropriate Area Vice President. The Election Supervisors shall inform the Vice President of the names of all eligible voters, and shall provide a copy of the ballot. The Vice President shall record the names of all faculty who cast a vote, and shall confirm that each faculty casts only a single ballot).

5. Every tenured or probationary faculty member whose principal assignment is in the Division Faculty shall be eligible to vote in the Division in which he or she has the higher or highest percentage of assignments. When the percentage of assignment in any two or more divisions is equal, the faculty member shall choose to be a member of the electorate of any one of those divisions. This choice shall not be rescinded until his or her percentages of assignment have changed. Those division members absent or on leave, shall have the right to vote if they are available at the time of the election and attend the meeting at which the election is held.
6. Voting shall be by secret ballot. The ballot shall list as a candidate every faculty member who has been nominated for the position (either by himself or herself, or by another faculty member in the division) provided he or she meets the qualifications set forth in Article VI, and has submitted a statement of candidacy on the form prescribed by the District.
7. To be elected, a candidate must receive a majority of the votes cast. Only affirmative votes for a candidate will be counted; abstentions, “none of the above,” or “no” votes will not be counted.. After each round of voting, the candidate, or, in the case of a tie, candidates, receiving the fewest votes shall be eliminated and voting shall continue until one candidate receives a majority of the votes. Provided, however, that if there is a tie between persons receiving the fewest number of votes and no candidate has received a majority of the votes cast, then an election shall be held between the persons tied for the fewest votes to determine who shall appear on the final ballot against the leading vote getter(s). If the two final candidates tie, and the tie is not broken after an added round of voting to break the tie, the tie shall be broken by lot.
8. The Election Supervisors shall tally the votes, record the results of the election and transmit them to the Dean who, in turn, shall submit the name of the candidate elected by the Division to the President/Chief Executive Officer for his or her consideration.
9. If the President/Chief Executive Officer declines to appoint the candidate whose name is submitted by the Election Supervisors, the President/Chief Executive Officer shall meet with the faculty of the Division and the President of the Federation to discuss the matter. If, following the meeting, the President/Chief Executive Officer still declines to appoint the candidate whose name was submitted, the Election Supervisors shall conduct a new election with the previously elected candidate omitted from the ballot.

10. This process will be repeated until such time as a candidate is elected and, on the basis of that election, appointed by the President/Chief Executive Officer.
11. The District shall appoint the Division Chair for those Divisions having no full-time teaching faculty.

g. Recall of Division Chairs

1. Subject to the limitations specified in the following section, the faculty of a Division may initiate the recall procedure by submitting a recall petition to the Dean.
2. A recall petition may not be circulated until the Division Chair has served in that capacity for at least one semester. Furthermore, to be valid the petition must be signed by a majority of the tenured and probationary faculty members of the Division.
3. Upon receipt of a timely and valid recall petition, the Dean and the President of the Federation shall each designate a representative to serve as Election Supervisors of a recall election. Election Supervisors will be chosen from outside the Division where the voting occurs. The Election Supervisors shall conduct the recall election at a special Division meeting called for that purpose at least five working days in advance of the recall election meeting date.
4. Every tenured or probationary faculty member of the Division eligible to vote in the Division at the time of the meeting shall be eligible to vote in the recall election.
5. Voting shall be by secret ballot. The ballot shall address the single issue of whether or not the Division Chair should be recalled.
6. If two-thirds of the votes cast (excluding abstentions) favor recall, the recall shall be successful and the Division Chair shall be removed from the position immediately.
7. The Election Supervisors shall tally the votes, record the results of the election and transmit them to the Dean who, in turn, shall submit the results to the President/Chief Executive Officer. If the Division Chair was recalled a special election to elect a new Division Chair shall be held within fifteen working days after the results of the election were received by the Dean.
8. A recalled Division Chair shall not be eligible for the position of Division Chair for a period of three years following the end of the academic year during which the recall became effective.

6.3 REASSIGNED TIME AND STIPENDS FOR DIVISION CHAIRS

- a. The District shall give each Division Chair reassigned time based on the following chart of FTEF per Division. FTEF for each Division is determined by counting the number of contract faculty (can be fractional) in that Division; adding all counseling/teaching hours on overload (converted to FTEF); and adding all counseling/teaching hours conducted by adjunct employees (converted to FTEF). The calculation shall be made annually as of the first day of fall semester classes. The fall semester FTEF calculation in a given year will determine the reassigned time for the following academic year; thus, the Fall 2023 FTEF determines the 2024-2025 reassigned time, Fall 2024 FTEF determines the 2025-2026 reassigned time, etc.

FTEF	Reassigned Time for Division Chair	Equivalent Hours per Week
Below 26	50%	16 hrs 55 min
26-32.99	60%	20 hrs 15 min
More than 33	70%	23 hrs 40 min

- b. The District shall pay each Division Chair their hourly rate for up to 30 hours per month of Division Chair work performed on campus during each of the months of January, June, July, and August in each year, and their schedule shall be reviewed and approved by the Dean (or other appropriate academic administrator who, for purpose of this Article, will be referred to as a Dean). If additional hours are requested by the Division Chairs for the months of January, June, July, and August, the request shall be reviewed and approved by the Dean and subject to approval by the CEO or designee.
- c. Division Chairs may be assigned an overload assignment of up to two courses not to exceed 6 hours by the Dean or an overload assignment equivalent to 6 lecture hours scheduled online, weekends or evenings.
- d. Each Division Chair shall be paid, one time, their hourly rate, not to exceed 20 hours, to complete the PO CR @ONE training for Distance Education. The Division Chair will enroll in the PO CR training course by the end of the first semester as the Division Chair given the @ONE course availability.

6.4 DIVISION CHAIR DUTIES

- a. Every Division Chair shall report to a Dean. Any action taken by the Division Chair in his or her capacity as Chair is subject to the approval of the Dean to whom the chair reports.
- b. Each Division Chair's duties and responsibilities shall include the following:
1. Coordinating and participating in the evaluation of academic and classified personnel within the Division.

2. In consultation with the Dean, recommending scheduling and assigning and/or canceling classes, or recommending scheduling of counseling faculty, after faculty consultation in conformance with Compton College standards and practices.
3. Recommending adjustment of class size to comply with applicable Compton College class size limits.
4. In consultation with the Dean, recruiting and interviewing staff in conformance with applicable hiring procedures, and making hiring recommendations in consultation with faculty members having expertise in the affected discipline and consistent with relevant Compton College standards and practices.
5. In consultation with the appropriate Dean, the Division Chair will schedule and conduct meetings at least once per month.
6. Managing day-to-day operations and first-level problem solving; maintaining health and safety standards and handling informal grievances; submitting requests for supplies, equipment, repairs and maintenance.
7. Providing orientation of new personnel within the Division in conjunction with faculty members with expertise in the affected discipline to help to ensure that new faculty and staff in the Division understand their obligation to adhere to required work hours and schedules, and to the system for reporting absences or other attendance matters.
8. Advising, assisting and counseling faculty and staff within the Division.
9. Serving on, or recommending appropriate faculty to serve on, Division-related and college-wide committees.
10. Communicating and consulting with other Divisions, and serving as a reliable intermediary between the Division and other segments of Compton College.
11. Supporting student recruitment and retention efforts, including but not limited to the following:
 - i. Acting as a resource for students by becoming experts in the coursework and broader pathway requirements for certificates and degrees in their assigned Division.
 - ii. Referring students to Guided Pathways Counselor or Division counselor for comprehensive educational planning and other applicable resources on campus to facilitate student success.
 - iii. Assisting in identifying intervention strategies for Student Equity and disproportionately impacted groups in their assigned Division.

- iv. Assisting in identifying outreach strategies for the Division.
 - v. Assist in coordinating activities related to supporting students, such as offering Division-specific workshops, student orientations, or major fairs.
12. Being regularly available to students who enroll in the Division's courses or programs, or make use of the Division services, to facilitate their success, respond to their inquiries and concerns, explore their suggestions and monitor their complaints.
 13. Supporting course program assessment (SAOs, SLO-'s and PLO-'s) program review, unit planning efforts and assisting the Division faculty in the development of appropriate assessment tools.
 14. Promote participation in professional development opportunities to Division faculty.
 15. Supporting the Division's off-campus classes by:
 - i. Consulting with the District-designated administrator on classes offered and consulting with other campus departments, divisions, and external agencies, including but not limited to high school, adult school, and designated off-campus sites.
 - ii. Recommending staff and faculty development/in-service training, including but not limited to orientations.
 16. Helping to ensure that faculty and staff in the Division understand their obligation to adhere to required work hours and schedules and the system for reporting absences or other attendance matters.
 17. Facilitating strong collegial relationships and teamwork among the Division's faculty and staff, and facilitating adherence to applicable professional standards.
 18. Actively participate in Success Team meetings within their divisions.
 19. Performing other duties as assigned by the Dean.
 20. Duties and responsibilities for instructional and counseling division chairs are as follows:

A. Division Chairs of Instructional Programs

- 1) Recommending curriculum development, modification and deletions, and supervising the selection and development of course materials in accordance with student learning outcomes, program level outcomes, and other objectives approved by Compton College's curriculum committee.
- 2) Consulting with faculty in the various disciplines, appropriate experts, Compton College

officials and others to coordinate curriculum development or service improvement efforts within their assigned Division and with other Divisions.

- 3) In conjunction with the Division SLO facilitator, organizing and coordinating division faculty meetings on Student Learning Outcomes, program development and program review.
- 4) Supporting the Division's off-campus classes by:
 - i. Providing course outlines and requirements to any off-campus faculty.
 - ii. Receiving, reviewing, and filing of syllabi and other pertinent Division documents for all off-campus Division members.

B. Division Chair of Counseling

- 1) Coordinate the selection and evaluation of division materials. Participate in the evaluation of necessary software and equipment. This may involve evaluation, justification, request for proposals and requests for bid preparation, and board presentations.
 - 2) Facilitate and monitor the development of the Division's informational brochures, applications, websites, and relevant components of the catalog.
 - 3) Assist the Dean with collection of the data required for regional and/or external accreditation reports.
- c. The Division Chair shall coordinate with faculty members and their Guided Pathways Counselor to develop, approve, and review as needed, the academic program maps.
 - d. The Division Chair shall have the authority to carry out the responsibilities enumerated in sections 6.4.b and 6.4.c, subject to approval of the Dean to whom the chair reports.
 - e. The District shall provide in a timely manner, all documents necessary to the Division Chair's fulfilling his or her enumerated responsibilities. Each Division Chair shall, in a timely manner, submit to the appropriate administrator all documents and reports related to his or her enumerated responsibilities. Failure to do so may result in the Chair's removal pursuant to Section 6.2.b.
 - f. It is the responsibility of the Division Chair to consult regularly with the Division Dean before making decisions or taking actions that affect the Division and its members; therefore, any decision made by a Division Chair without consultation with the Dean may be rescinded by the appropriate administrator.
 - g. Each Division Chair shall, in consultation with the appropriate Dean, establish a regular work schedule that will ensure his or her availability on campus for required meetings, consultations, and other activities or events where the Chair's presence is important including being available in the evening for the first two weeks of the semester. This schedule will minimize conflicts between the Chair's teaching or other duties and his or her performance of the duties of Division Chair. Furthermore, each Division Chair shall limit his or her acceptance of additional assignments or other commitments to the extent necessary to ensure that he or she will remain fully accountable for the quality, completeness, and

- timeliness of his or her performance of the duties of Division Chair.
- h. At the beginning of each academic year, each Division Chair shall, in consultation with his or her Divisional colleagues and the appropriate Dean, establish annual goals for the Division. Any evaluation of a Division Chair shall review both the Chair's fulfillment of the responsibilities of the Division Chair assignment, and his or her contribution towards the attainment of or progress toward, achieving those goals.

ARTICLE VII: INSTRUCTOR RIGHTS, DUTIES AND RESPONSIBILITIES

- 71** Instructors shall have responsibility for and jurisdiction over the classroom and classes assigned as follows:
- a. Assignment of grades;
 - b. Responsibility for the maintenance of record copies associated with class attendance and grading for a period of no less than one academic year, and student progress reports and early alerts;
 - c. Prompt submission of census documents, final grade reports, and attendance reports;
 - d. Assignment of the work activities of aides and student workers;
 - e. Exercise of control over the classroom with respect to student conduct in accordance with Board policy and State law;
 - f. Selection of teaching techniques and materials appropriate to areas of instruction and suitable to personal styles.
- 72** Instructors will have access to the use and services of reprographics and other duplicating equipment subject to financial limitations and reasonable use regulations. Legal restrictions must be considered with regard to the above services and equipment. While the District is ultimately responsible for all instructional equipment and materials, the instructor shall be responsible for instruction in the use of such instructional equipment and materials as well as the safe use thereof.
- 73** Maintenance work requests required to keep the work environment safe and instructionally proper should be initiated by the instructor and processed through the Division Chair and the appropriate Dean.
- 74** The Vice President of Academic Affairs with input from the Division Chair shall assign classified employees and student aides to the instructional program in sufficient numbers to meet the instructional goals of the college. The appropriate academic administrator shall determine the need for such classified and student instructional support based upon academic considerations and budgetary limitations.
- 75** No later than the second week of each class, each instructor shall furnish a syllabus to students in each class for each course the instructor is assigned to teach. In addition, an electronic copy of the syllabus shall be submitted to the Dean and the Office of Academic

Affairs.

- a. The following information shall be included in the District syllabus:
 - i. Objectives of the course
 - ii. Course student learning outcomes as approved in the official course outline of record
 - iii. Course content
 - iv. Major topics, concepts and skills to be taught
 - v. Anticipated dates for the presentation of each content area
 - vi. Method and frequency of evaluating student performance in the course (grading policies)
 - vii. Required and recommended texts.
 - viii. Class attendance policy
 - ix. As appropriate to the discipline and course, the syllabus must include current topics and information in addition to historical information.
- b. The following other information may be included in the District syllabus:
 - i. State/federal law compliance notifications as mandated by law
 - ii. Anticipated date and time of all instructional activities
 - iii. Other pertinent information related to student services and course content

76 FACULTY ACCOUNTABILITY

The faculty member is accountable to the District for the following obligations:

- a. submission of permanent roll sheets, grades, positive attendance hours, student learning outcomes data and all attendance and accounting forms, no later than seven calendar days after the last exam class date
- b. submission of the District Check-Out form, when required;
- c. submission of the syllabi within the first two weeks of instruction
- d. submission of teaching/office hour schedule;
- e. submission of schedule containing classroom schedule, office hours, committee memberships, student club sponsorships, and other college business and other ongoing professional activities as part of the required 33.75-hour work week by the end of the second week of instruction;
- f. identification and submission of textbook requests within three weeks of being assigned the course. Provided, however, that where classes are unstaffed one month prior to the start of the term, the Division Chair in consultation with discipline faculty will select a textbook for that class in that term. Once textbooks have been selected and ordered, subsequent changes require approval of the Division Chair in consultation with the Dean; and
- g. development of instructional material that shall follow ADA Compliance.

77 Full-time employment with the District is the faculty member's primary employment obligation.

ARTICLE VIII:

TRANSFER AND REASSIGNMENT

8.1 TRANSFER

a. Definitions

- 1) A “transfer” is defined as a relocation of a unit member from 1) the college to an off-campus site; 2) from an off-campus site to the college; 3) from one off- campus site to another.
- 2) A “voluntary transfer” is a transfer which is initiated by the unit member.
- 3) An “involuntary transfer” is a transfer which is initiated by the District.

b. Procedures for a Voluntary Transfer

- 1) A unit member may file a written request for a transfer with the appropriate division chair. The division chair shall recommend to the Vice President of Academic Affairs that the unit member’s request for the transfer be granted or denied. Non-teaching faculty shall file a written request for voluntary transfer with their Dean. The final determination shall be made by the appropriate Vice President.
- 2) The administrator’s decision regarding the transfer request shall be based on the needs of the District and the District’s educational program.
- 3) The District shall consider at least the following criteria in granting or denying a request for a voluntary transfer:
 - a) the unit member’s possessing training and teaching experience and his/her meeting the minimum qualifications and District competency standards;
 - b) the educational and other needs of the District
 - c) load-balancing, course offerings, new programs, special program needs, course offerings required to meet graduation requirements;
 - d) the balancing of the District programs;
 - e) the increase or decrease of existing course offerings due to enrollment and staffing patterns;
 - f) the revitalization of District programs, adding courses and programs to increase student interest and attendance;
 - g) the rotation of teaching assignments; and
 - h) Equal Employment Opportunity requirements imposed upon the District by law.

- 4) If a request for a voluntary transfer is denied the District shall, at the unit member's request, provide a written statement of the reasons for the denial of the request. The decision regarding the request for a voluntary transfer shall be made by the President/Chief Executive Officer subject to review, at the unit member's request, by the Board of Trustees.

c. Procedures for an Involuntary Transfer

- 1) The District may initiate an involuntary transfer. The District-designated administrator shall not make a decision to transfer a unit member involuntarily until after consulting with the Division Chair and Dean and after the Division Chair and Dean has consulted with the unit member who is to be transferred.
- 2) The administrator's decision regarding a proposed involuntary transfer shall be based on the needs of the District's educational programs.
- 3) The District should only effect an involuntary transfer based on the following criteria:
 - a) the unit member's possessing training and teaching experience and his/her meeting the minimum qualifications and District competency standards;
 - b) the educational and other needs of the District
 - c) load-balancing, course offerings, new programs, special program needs, course offerings required to meet graduation requirements;
 - d) the balancing of District programs
 - e) the increase or decrease of existing course offerings due to enrollment and staffing patterns;
 - f) the revitalization of District programs, adding courses and programs to increase student interest and attendance.
 - g) the rotation of teaching assignments; and
 - h) Equal Employment Opportunity requirements imposed upon the District by law.
- 4) Prior to effecting an involuntary transfer, the President/Chief Executive Officer or designee shall meet with the unit member to discuss the reasons for the transfer, and shall at the unit member's request, provide a written statement of the reasons for the involuntary transfer. The decision regarding an involuntary transfer shall be made by the President/Chief Executive Officer subject to review, at the unit member's request, by the Board of Trustees.

8.2 REASSIGNMENT

a. Definitions

- 1) A "reassignment" is defined as a move from one subject area, discipline or Faculty Service Area (e.g., math to science or English to history) to another in which the unit member meets the minimum qualifications to teach, but not currently teaching.
- 2) A "voluntary reassignment" is a reassignment which is initiated by the unit member.
- 3) An "involuntary reassignment" is a reassignment which is initiated by the District.

b. Procedures for a Voluntary Reassignment

- 1) A unit member may file a written request for a reassignment with the appropriate Dean in consultation with the Division Chair. The Dean in consultation with the Division Chair shall recommend to the appropriate Vice President that the unit member's request for reassignment be granted or denied.
- 2) The Administration's decision regarding the reassignment request shall be based on the needs of the District and the District's educational programs.
- 3) The District shall consider at least the following criteria in granting or denying a request for a voluntary reassignment:
 - a) the unit member's possessing training and teaching experience and his/her meeting minimum qualifications and District competency standards;
 - b) the educational needs of the District;
 - c) load-balancing, course offerings, new programs, special program needs, course offerings required to meet graduation requirements;
 - d) the balancing of District programs;
 - e) the increase or decrease of existing course offerings due to enrollment and staffing patterns.
 - f) the revitalization of District programs, adding courses and programs to increase student interest and attendance;
 - g) the rotation of teaching assignments; and
 - h) Equal Employment Opportunity requirements imposed upon the District by law.

- 4) If a request for a voluntary reassignment is denied, the District shall, at the unit member's request, provide a written statement of the reasons for the denial of the request. The decision regarding a request for a voluntary reassignment shall be made by the President/Chief Executive Officer subject to review by the Board of Trustees at the unit member's request.

c. Procedure for an Involuntary Reassignment

- 1) The District may initiate an involuntary reassignment. The appropriate Vice President shall not make a decision to reassign a unit member involuntarily until after consulting with the Division Chair and Dean, and after the Division Chair and Dean has consulted with the unit member who is to be reassigned.
- 2) The Administration's decision regarding a proposed involuntary reassignment shall be based on the needs of the District and the District's educational programs.
- 3) The District should only effect an involuntary reassignment based on the following criteria:
 - a) the unit member's possessing training and teaching experience and his/her meeting minimum qualifications and District competency standards; needs of the District.
 - b) the educational and other needs of the District.
 - c) load-balancing, course offerings, new programs, special program needs, course offerings required to meet graduation requirement;
 - d) the balancing of District programs;
 - e) the increase or decrease of existing course offerings due to enrollment and staffing pattern;
 - f) the revitalization of District, programs, adding courses and programs to increase student interest and attendance;
 - g) the rotation of teaching assignments; and
 - h) Equal Employment Opportunity requirements imposed upon the District by law.
- 4) Prior to effecting an involuntary reassignment, the appropriate Vice President shall meet with the unit member to discuss the reasons for the reassignment, and shall, at the unit member's request, provide a written statement of the reasons for the involuntary reassignment. The decision regarding an involuntary reassignment shall be made by the President/Chief Executive Officer, subject to review, at the unit member's request, by the Board of Trustees.

- 5) The District shall notify the unit member in writing of an involuntary reassignment, at least seven days in advance of the reassignment unless program needs render such notice impracticable.

ARTICLE IX: EVALUATION PROCEDURE

9.1 GENERAL PROVISIONS

- a The major aim of evaluation is to support student learning by improving instruction and educational services to students. However, formal evaluations have several purposes, which include:
 - 1) Recognizing outstanding performance;
 - 2) Improving satisfactory performance and furthering the growth of faculty members who are performing well;
 - 3) Identifying weak performance and assisting faculty members in achieving required improvement; and
 - 4) Documenting unsatisfactory performance.

Among the purposes of evaluation, the quest for the improvement of instruction and educational services to students is the highest goal. A systematic approach to evaluation is essential to the improvement of instruction and educational services to students. Therefore, a procedure that reviews a faculty member's performance of his or her assigned duties as well as all of his or her other contractual and professional responsibilities shall be implemented with these aims paramount.

- b All faculty members are considered potential members of Faculty Evaluation Teams. If a faculty member chosen to evaluate feels unable to serve on an Evaluation Team, the faculty member shall refer the matter to his or her Dean. All full-time faculty members may be required to serve on up to 2 Faculty Evaluation Teams per semester to evaluate other faculty members. A faculty member may decline to evaluate one faculty member in one semester if selected as a peer evaluator. In that case, the faculty member may be expected to serve on up to three evaluations per year.
- c Formal evaluations shall be conducted and documented as prescribed in this article. They shall occur at intervals that are at least as frequent as those prescribed in Sections 9.2.a, 9.4.a, and 9.5.a and can take the form of a Standard evaluation or a specialized evaluation (for example, a Special Evaluation or a Division Chair evaluation).
- d All results of evaluation procedures, including data, discussions and recommendations made by the evaluators, shall be held in strict confidence by all persons involved in the evaluation process or in the handling of evaluation materials.
- e Evaluation procedures shall apply to all unit members, either directly or indirectly

involved in the instructional process, and the results shall become a part of that individual's personnel file.

- f Evaluation will employ objective criteria which lend themselves to use in reaching conclusions relating to instruction or educational services. However, certain aspects of instruction and educational services cannot be reduced to specific objective criteria; therefore, professional judgment will be included in the evaluation procedure.
- g Unless expressly provided otherwise, the following definitions shall apply throughout this article:
 - 1) "Standard evaluation" is an evaluation that reviews a tenured faculty member's performance based on a portfolio, data from structured data gathering, and observations by the Faculty Evaluation Team.
 - 2) "Probationary evaluation" is an annual standard evaluation that reviews a probationary faculty member's performance based on a portfolio, data from structured data gathering, and observations by the Faculty Evaluation Team.
 - 3) "Division Chair evaluation" is an evaluation that reviews a Division Chair's performance based on data from structured data gathering from the division faculty and observations by the Dean.
 - 4) "Temporary Faculty evaluation" is an evaluation that reviews a temporary faculty member's performance based on a portfolio, data from structured data gathering, and observations by the Faculty Evaluation Team.
 - 5) "Special evaluation" is an administrative evaluation that reviews a faculty member's performance related to the issue or issues that cause the evaluation to be initiated, based on data from structured data gathering and observations by the Dean.
 - 6) "Academic Senate" means the Academic Senate of the Compton Community College District.
 - 7) "CEO" means the President/Chief Executive Officer of Compton Community College District or his or her designee.
 - 8) "Tenured faculty" means those faculty members who have completed their probationary period and obtained permanent status.
 - 9) "Probationary faculty" means those faculty members who are employed under an annual contract in a probationary assignment, but who have not completed their probationary period.
 - 10) "Temporary faculty" means those faculty members who are neither tenured nor probationary, and who are employed under provisions of the Education Code that authorize their service as temporary employees, full- or part-time.

- 11) “Board of Trustees” means the governing board of the Compton Community College District.
- 12) “Portfolio” is a collection of current documents created by a faculty member being evaluated that includes: a self-evaluation; a reflective narrative describing participation in, development of, assessment of, and follow-up to his or her course and program SLOs, program plans, and program reviews; representative course syllabi; sample class assignments, tests, or exercises; and selected course handouts. It also includes as appropriate other materials that document curriculum development or service improvement activities; professional development or research activities; committee work; professional contributions to the department or the college, publications, relevant community service, awards and honors, etc.

9.2 EVALUATION OF TENURED FACULTY

- a. Tenured faculty members shall be evaluated every three academic years unless a special evaluation is appropriate.
- b. To initiate a formal evaluation, the Dean shall send the tenured faculty member, and his or her Division Chair, a notice informing them that the faculty member will be evaluated as provided in this article.
- c. Faculty Evaluation Teams shall be appointed by the president of the Academic Senate and the President/Chief Executive Officer or his/her designee with agreement by the Federation and shall consist of:
 - 1) the appropriate dean or academic administrator, who shall chair the evaluation team; and
 - 2) the appropriate Division Chair or his or her designee; and
 - 3) two tenured faculty members from the discipline; and
 - 4) if possible, one additional faculty member from a related discipline

The faculty member being evaluated may submit a timely challenge to the appointment of any one faculty member from the Faculty Evaluation Team with an explanation for the challenge. To be timely the challenge must be received in writing by the President/Chief Executive Officer on or before the date of the Faculty Evaluation Team’s first meeting. Whenever a Team member needs to be replaced because the President/Chief Executive Officer honors the timely challenge, the President/Chief Executive Officer shall promptly appoint a replacement in consultation with the presidents of the Academic Senate and the Federation.

- i. If the President/Chief Executive Officer allows the challenged faculty member to serve on the Team, and if that challenged faculty member is the only faculty member in that discipline on the Team, then the evaluated faculty member may request a second faculty member from a discipline different from the challenged faculty member’s discipline to be appointed to the Team. This second faculty member will be selected by the President/Chief Executive Officer or his/her designee.

- d. The role of the Dean shall be to convene meetings of the committee, prepare meeting agendas, preside at committee meetings, and assemble an evaluation file (which shall be kept in the Human Resources Office) consisting of all of the documents and other materials that are relevant to the evaluation and that need to be preserved as a part of the process.
- e. Standard evaluations shall be conducted during Fall or Spring semesters and shall include:
 - 1) A Self Evaluation as described in Appendix B,
 - 2) Workplace observations by Faculty Evaluation Team members in accordance with the forms in Appendix B,
 - 3) Student Surveys as described in Appendix B,
 - 4) A portfolio, as described below in section 9.1.g. (14) and in Appendix B, and
 - 5) A summary written by the Team, as described in section 9.2 .f.(3).
- f. Standard evaluations shall be conducted as follows:
 - 1) Before commencing any structured data gathering or engaging in any other substantive business, the Faculty Evaluation Team shall prepare a plan for the evaluation that specifies:
 - i. The materials assembled in a portfolio that it intends to request from the faculty member being evaluated.
 - ii. The manner and extent to which it intends to collect data from students, peers, administrators and other individuals using the data collection instruments set forth in Appendix B.
 - iii. How it intends to inquire into the nature and extent of the faculty member's response to recommendations contained in any of his or her previous evaluations;
 - iv. Whom it intends to charge with the responsibility of collecting the data, whether a member of the Team or not; and
 - v. A general schedule under which the Team intends to complete its work and appropriate protocols for giving the faculty member prior notification of classroom visits or other data collection activities that require interaction with the faculty member's students. To the extent possible, different courses will be observed up to a maximum of three, and in the event that only one course is assigned up to a maximum of three sections will be observed.
 - 2) Before adopting a final version of its plan, the Faculty Evaluation Team shall share a draft of the plan with the faculty member being evaluated and solicit his or her comments. Once it adopts a final plan, the Team shall send a copy of the plan to the faculty member being evaluated.

- 3) At the conclusion of its data gathering, the Faculty Evaluation Team shall review all of the data collected as part of the evaluation plan, as well as any formal recommendations to the faculty member contained in his or her past evaluations. Based on that information, the committee shall complete an appropriate evaluation summary that includes at least an evaluation of the faculty member's performance related to SLO assessment, Program Review, program plans, and commitment to advancing the program, division, and/or institution (via committee and other work), instructional performance, and course management.. For each applicable performance category listed on the form, the Team shall:

- i. prepare a brief narrative assessment of the faculty member's performance that reflects the Team's analysis of the data it collected; and
- ii. assign one of the following ratings: exceeds expectations, meets expectations, needs improvement. Any "exceeds expectations" ratings will be substantiated in writing with detailed explanations of how the expectations are exceeded. Similarly, any "needs improvement" ratings will be substantiated in writing with detailed explanation of the areas needing improvement.

The Team may also include as a part of the evaluation summary any formal recommendations to the faculty member being evaluated it believes are appropriate, including professional development activities. Such recommendations shall be included if the Team is assigning a rating of "needs to improve" or "unsatisfactory." The recommendations will include required timelines for completion. In cases of "needs to improve" or "unsatisfactory", the faculty member will have a Standard evaluation in the following semester, if still employed as a faculty member.

- 4) Faculty members of the Faculty Evaluation Team shall each write a summary report including, at a minimum, a recommendation to the dean about the final rating of the evaluatee. The Dean will then make the final determination of the evaluatee's performance, and write the final evaluation summary described above. If all of the members of the Team do not agree with the content of the evaluation summary, the Team shall provide for dissenting views to be documented and included as a part of the summary.
- 5) In addition to completing an evaluation summary, the Faculty Evaluation Team members may also prepare separate documents containing any informal comments or recommendations to the faculty member being evaluated. Any such document shall be treated as a private communication to the faculty member and shall not become part of the evaluation file.
- 6) The Faculty Evaluation Team chair shall forward the evaluation summary to the faculty member being evaluated for his or her review. The chair shall also provide the faculty member an opportunity to meet with the Team to discuss the evaluation.

- 7) The completed evaluation, when delivered to the faculty member by the Team chair, shall be accompanied by written advice that the faculty member may submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the faculty member's personnel file.

9.3 SPECIAL ADMINISTRATIVE EVALUATIONS

- a The President/Chief Executive Officer may initiate a Special Evaluation of any faculty member if:
 - 1) the faculty member requests a Special Evaluation; or
 - 2) the Dean cites identifiable issues about the faculty member's performance that are disclosed in the faculty member's evaluation, and the Faculty Evaluation Team concurs that those issues warrant further review and documentation through a Special Evaluation; or
 - 3) the faculty member's Faculty Evaluation Team recommends a Special Evaluation (which the committee may do at any time it determines such a recommendation to be appropriate); or
 - 4) The dean receives two or more written complaints with a finding against the instructor forwarded from the Student Life office; or
 - 5) If there is sufficient rationale indicating the faculty member is not fulfilling committee responsibilities or other professional obligations as described in Article 7 or Article 14.7; or
 - 6) the President/Chief Executive Officer determines that a Special Evaluation is appropriate to review events or circumstances that could lead to formal disciplinary action under Education Code Section 87732 (in which case the evaluation, once completed, shall be deemed to have served the purposes specified in Education Code Section 87671).

Any Special Evaluation initiated under Subsections (1) through (5) of this section shall be concluded within sixty days after it was commenced.

- b Special Evaluations shall be conducted by an appropriate Dean or other administrator (hereinafter referred to as a Dean) designated by the President/Chief Executive Officer as follows:
 - 1) The Dean shall solicit input from:
 - i the available members of the Faculty Evaluation Team;
 - ii appropriate individuals the faculty member identifies as having relevant information about his or her performance; and
 - iii any others who the Dean or his or her designee believes should have relevant information about the performance of the faculty member.

All such input shall be considered by the Dean before he or she completes the Special Evaluation.

- 2) The Dean may, if it is appropriate to the evaluation, observe the faculty member as he or she teaches or performs his or her other duties, conduct student surveys with prior notification to the faculty member as to when such surveys would occur, or collect relevant data through other appropriate data collection methods.
- 3) The Special Evaluation shall be recorded in writing. Once the Dean has completed the evaluation, he or she shall deliver the evaluation to the faculty member, offer to meet with the faculty member to discuss it, and after the meeting, if one occurred — place a copy of the evaluation in the faculty member's personnel file.
- 4) The Dean shall also include as a part of the evaluation summary any formal recommendations to the faculty member being evaluated he or she believes are appropriate, including professional development activities. Such recommendations shall be included if the Dean is assigning a rating of "needs to improve" or "unsatisfactory." The recommendations will include required timelines for completion. In cases of "needs to improve" or "unsatisfactory", the faculty member will have a Standard evaluation in the following semester,
- 5) The completed Special Evaluation, when delivered to the faculty member by the Dean, shall be accompanied by written advice that the faculty member may submit a written comment within 10 days regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the Special Evaluation contained in the faculty member's personnel file

9.4 EVALUATION OF DIVISIONCHAIRS

- a During a faculty member's service as a Division Chair, his or her performance of the Division Chair's duties and responsibilities shall be evaluated at the end of his or her first year of service as Division Chair and at least once every other academic year thereafter.
- b The evaluation of a Division Chair shall be conducted in the same manner as Special Evaluation with the following modifications:
 - 1) In place of the list of individuals specified in Section 9.3.b (1), the Dean shall solicit information about the Division Chair's performance of his or her duties and responsibilities as chair from faculty and staff in the division (including all those who ask to provide relevant information), as well as any others the Dean believes should have relevant information about the faculty member's performance as Division Chair.
 - 2) The Dean shall record the evaluation in writing as described in 9.3.b and Appendix B.

- 3) Appendix B contains a survey that may be used to help evaluate Division Chairs.
- 4) The evaluation of a Division Chair is a specialized evaluation that is separate from and in addition to the normal evaluation of the Division Chair as a faculty member

9.5 EVALUATION OF TEMPORARY FACULTY

- 1) Temporary faculty shall be evaluated during their first semester of employment and at least once during the following three semesters of employment. Thereafter, each temporary faculty member shall be evaluated at least once every three years provided a break of service of more than one year has not occurred.
 - a. To initiate a formal evaluation, the Dean shall send the temporary faculty member, and his or her Division Chair, a notice informing them that the faculty member will be evaluated as provided in this article and specifying the time by which the evaluation should be completed.
 - b. The evaluation shall be conducted as a Standard evaluation as described in section 9.2 with the following change:
- 2) Evaluation of a full-time temporary faculty member shall follow all of the evaluation processes of a probationary faculty, as described in 9.6.
- 3) Evaluation teams of part-time temporary faculty members shall contain, the Dean in addition to the Division Chair or designee, one faculty member, and the faculty member will be from the same or related discipline as the evaluatee. During the evaluation, the Faculty Evaluation Team may not complete the following without the evaluatee's written permission:
 - i. Survey Regarding Fulfillment of Professional Responsibilities
 - ii. Faculty Service Survey

This team shall provide for data collection which shall include the following:

- a) Portfolio;
 - b) one classroom observation,
 - c) student surveys collected from the faculty member's students
- 4) At the conclusion of data gathering, the team shall review all of the data collected, and based on that information, the committee shall complete an evaluation summary, using the appropriate summary form. The team shall assign one of the following ratings: exceeds expectations, meets expectations, or needs improvement.

- a. The team may include as part of the evaluation summary any formal recommendations to the faculty member being evaluated it believes are appropriate.
 - b. The evaluation team shall forward the evaluation summary to the faculty member for review and comment and shall provide the evaluatee an opportunity to meet with the Dean to discuss the evaluation.
 - c. If the evaluatee submits comments, the team shall review them and take any additional action it determines to be appropriate in light of the comments. If the member declines to meet with the team, or fails to submit comments within 10 working days of the date on which the team met with the faculty member, the evaluation is deemed complete.
- 5) Based solely on the evaluation summary and the accompanying materials in the evaluation file, the Dean shall either:
 - a. complete the evaluation by formally accepting the Faculty Evaluation Team's evaluation summary and based on the summary, rate the faculty member's overall performance as satisfactory, needs improvement, or unsatisfactory, or
 - b. return the evaluation to the evaluation team with a written explanation of the reasons the Dean declined to accept the evaluation, and comments regarding proposed steps the team should take to remedy the problems the Dean perceived.
- 6) If the Dean declined to accept the recommendation of the evaluation team, the following shall occur:
 - a. The Faculty Evaluation Team shall review the explanation of the reasons the evaluation was not accepted and take the appropriate action to remedy the concerns identified. If the Team determines that additional actions are necessary to enhance or improve the evaluation in light of the explanation and comments from the Dean it shall take those actions. It may revise, correct, or amend the evaluation summary in any way it determines is appropriate, or it may leave the summary unchanged.
 - b. Once the Evaluation Team has completed any actions it determined to be necessary, it shall again forward the summary, with a written statement of the actions it took, to the faculty member being evaluated for comment. If the faculty member submits comments, the team shall review them and take any additional action it deems appropriate in light of the comments. It shall then forward the completed evaluation summary to the Dean. If the faculty member declines to comment or fails to comment within 10 working days of the date on which the committee sent the summary to the faculty member, the team shall forward the evaluation summary to the Dean.

- c. Upon receiving the evaluation summary, the Dean shall complete the evaluation by formally accepting the evaluation summary, and based on the summary, rate the faculty member's overall performance as satisfactory, needs improvement or unsatisfactory.
- 7) Once the Dean has completed the evaluation by formally accepting the team's evaluation summary and assigning a rating to the faculty member's overall performance, he or she shall deliver the evaluation summary to the faculty member and place a copy of it in the faculty member's personnel file.
- 8) The completed evaluation, when delivered to the faculty member by the Dean, shall be accompanied by written advice that the faculty member may submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the faculty member's personnel file.
- 9) If the Dean declined to accept the evaluation and instead returned it to the Faculty Evaluation Team, the following shall occur:
 - i. The Faculty Evaluation Team shall review the explanation of the reasons the evaluation was not accepted and consider the proposed steps to remedy the problems the Dean perceived. If the Team determines that additional actions are necessary to enhance or improve the evaluation in light of the explanation and comments from the Dean, it shall take those actions. It may also revise, correct, or amend the evaluation summary in any way it determines is appropriate, or leave it unchanged.
 - i. Once the Faculty Evaluation Team has completed any actions it determined to be necessary to enhance or improve the evaluation and made any revisions, corrections or amendments to the evaluation summary it determined to be appropriate, it shall again forward the evaluation summary (with a written statement of the actions it took, if any) to the faculty member being evaluated for his or her comment. If the faculty member submits comments, the Team shall review them and take any additional action it determines to be appropriate in light of the comments. It shall then forward the completed evaluation summary to the Dean. If the faculty member declines to comment, or fails to comment within five working days of the date on which the committee sent the summary to the faculty member, the Faculty Evaluation Team shall forward the evaluation summary to the Dean.
 - ii. Upon receiving the evaluation summary, the Dean shall complete the evaluation by formally accepting the Faculty Evaluation Team's evaluation summary and, based on the summary, rate the faculty member's overall performance as satisfactory, needs improvement or unsatisfactory.
- 10) Once the Dean has completed the evaluation by formally accepting the Faculty Evaluation Team's evaluation summary and assigning a rating to the faculty member's overall performance, he or she shall deliver the evaluation summary to

the faculty member and place a copy of it in the faculty member's personnel file.

- 11) The completed evaluation, when delivered to the faculty member by the Dean, shall be accompanied by written advice that the faculty member may submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the faculty member's personnel file.

9.6

EVALUATION OF PROBATIONARY FACULTY

A. General Provisions

1. The purpose of a probationary period is to give probationary faculty members who are candidates for tenure the opportunity to demonstrate that they meet the needs and expectations of the District and are performing at a level that warrants the granting of tenure. As a consequence, tenure review is, in a sense, the conclusion of the selection process: continued review and rigorous evaluation leading to a recommendation to the Board on whether to employ an individual as a permanent, tenured member of the faculty.
2. All results of evaluation procedures that are a part of the tenure review process, including data, discussions and recommendations made by the Probationary Faculty Evaluation Team or any other evaluator, shall be held in strict confidence by all persons involved in the evaluation and tenure review processes or in the handling of evaluation materials.
3. Evaluation of probationary faculty will employ objective criteria which lend themselves to use in reaching conclusions relating to instruction or educational services. However, certain aspects of instruction and educational services cannot be reduced to specific objective criteria; therefore, professional judgment will be included in the evaluation procedure.

B. Probationary Faculty Evaluation Team

1. Within twenty working days of a probationary faculty member's first day of service in a probationary position, the President/Chief Executive Officer shall appoint a Probationary Faculty Evaluation Team to evaluate his or her performance. The Dean serving on the Probationary Faculty Evaluation Team will make recommendations to the President/Chief Executive Officer. The Probationary Faculty Evaluation Team shall supervise the probationary faculty member's tenure review.

The Probationary Faculty Evaluation Team functions as a Standard evaluation team described in section 9.2, with the following exception.

- a. The evaluations must be conducted during Fall semesters unless conducted in the semester following a "Needs to Improve" evaluation.

The membership of the Probationary Faculty Evaluation Team is the same as that of the Standard evaluation team described in section 9.2, with the following exceptions.

- b. Two tenured faculty members of the Probationary Faculty Evaluation Team must be from the discipline. If there are no full-time faculty from the discipline currently active in the Compton District, a full-time faculty member from the discipline will be chosen from a nearby college, such as El Camino.
- c. To the extent practical, the membership of the Probationary Faculty Evaluation Team shall remain constant throughout the probationary faculty member's probationary period. However, a committee member shall be replaced if his or her service was challenged pursuant to section 9.2.c or he or she:
 - 1. resigns, retires, or becomes unavailable for continued service on the committee for any other reason; or
 - 2. will be absent on a leave of absence for one semester or more.

Whenever a committee member needs to be replaced, the President/Chief Executive Officer shall promptly appoint a replacement by following the appointment process applicable to the replacement member's predecessor.

The tenure review committee shall consist of the probationary faculty evaluation team. In addition to two tenured members from the faculty at large designated by the Academic Senate, and one of the two should be nominee of the faculty member being evaluated.).

The faculty member may submit a timely challenge to the appointment of any one voting member of the Tenure Review Committee. To be timely the challenge must be received in writing by the President/Chief Executive Officer on or before the date of the committee's first meeting. To the extent practical, the membership of the Tenure Review Committee shall remain constant throughout the probationary faculty member's probationary period.

However, a committee member shall be replaced if his or her service was challenged pursuant to the final paragraph of Section B.1 or he or she:

- a) resigns, retires, or becomes unavailable for continued service on the committee for any other reason:
- b) will be absent on a leave of absence for one semester or more; or,
- c) in the case of the Division Chair vacates his or her assignment as Division Chair.

Whenever a committee member needs to be replaced, the President/Chief Executive Officer shall promptly appoint a replacement by following the appointment process applicable to the replacement member's predecessor.

The Dean will serve as the chairperson of the Tenure Review Committee. The role of the chairperson shall be to convene meetings of the committee, prepare meeting agendas, preside at committee meetings, and assemble a tenure review file (which shall be kept in the Human Resources Office) consisting of all of the documents and other materials that are relevant to the process and that need to be preserved.

As one of its initial acts, the Tenure Review Committee will meet with the probationary faculty member to review the tenure review process and to discuss, in general terms, how it will be conducted

C. First-Year Evaluation and Recommendation

1. As provided in Education Code Section 87605, "a faculty member shall be deemed to have completed his or her first contract year if he or she provides service for 75 percent of the first academic year." As a consequence, if a probationary faculty member's service as a probationary employee begins during the spring semester, his or her service during that academic year does not count as his or her first contract year for the purposes of tenure review, and he or she shall receive a first-year evaluation during the following fall semester. All other probationary faculty members shall receive their first-year evaluation during the fall semester of the academic year during which they first served as a probationary employee.
2. Before commencing the evaluation, the Probationary Faculty Evaluation Team shall prepare a recommended plan for the evaluation that anticipates the need to submit all required recommendations and supporting materials in a timely fashion so that the Board can act before March 15. The evaluation shall be conducted as a Standard evaluation described in section 9.2.
3. As a part of the Probationary evaluation summary the Probationary Faculty Evaluation Team shall also include:
 - a. the committee's recommendation as to whether the faculty member's overall performance should be rated as satisfactory, needs to improve, or unsatisfactory; and
 - b. the committee's recommendation regarding the probationary faculty member's continued employment as specified in Section F.
 - c. A needs Improvement recommendation shall follow the guidelines set forth in the section on Mentoring (Section 9.6G). Second and third year evaluations with Needs Improvement recommendations shall follow the same procedure as set forth in the section on Mentoring.
4. Faculty members of the Probationary Faculty Evaluation Team shall write a summary report including, at a minimum, a recommendation to the dean about the final rating of the evaluatee. Based on the Team's summary, the

Dean will then make the final determination of the evaluatee's performance, and write the final evaluation summary described above. If all of the members of the Team do not agree with the content of the evaluation summary, the Team shall provide for dissenting views to be documented and included as a part of the summary.

5. The Dean shall forward the evaluation summary to the probationary faculty member for his or her review and comment. It shall also provide the faculty member an opportunity to meet with the team to discuss the evaluation.
6. The completed evaluation, when delivered to the probationary faculty member by the Dean, shall be accompanied by written advice that the faculty member may submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the faculty member's tenure review and personnel files.
7. Based on the completed evaluation, if that evaluation is unsatisfactory, the District may remove the faculty member, or, if the evaluation indicates "needs improvement," it shall continue the evaluation during the second semester of the first year with a plan for improvement under a mentor. (See Sec 9.6 h.)
8. If the evaluation is continued, the probationary faculty member has 90 days from the completion of the first evaluation to demonstrate improvement based on the evaluation team's recommendations for improvement. That improvement must be demonstrated by February 1 for continued employment into the second probationary year.
9. If, subsequent to a meeting with the committee, the faculty member submits comments, the committee shall review them and take any additional action it determines to be appropriate in light of the comments. Thereafter, it shall forward the completed evaluation file (including the evaluation plan, the data collection instruments the committee relied upon in preparing the evaluation, the comprehensive evaluation summary, and any other relevant documents) to the Dean. If the probationary faculty member declines to meet with the committee, or (having met with the committee) fails to submit comments within five working days of the date on which the committee met with the faculty member, the Tenure Review Committee shall forward the completed evaluation file (including all of the materials referenced above) to the Dean.
10. Based solely on the comprehensive evaluation summary and the accompanying materials in the evaluation file the Dean shall either:
 - a. complete the evaluation by
 - i. formally accepting the Tenure Review Committee's evaluation summary; and— based on the summary—

- ii. rating the faculty member's overall performance as satisfactory, needs improvement or unsatisfactory; and
 - iii. making a recommendation regarding the probationary faculty member's continued employment as specified in Section G; or
 - b. return the evaluation to the Tenure Review Committee with a written explanation of the reasons he or she declined to accept the evaluation, and comments regarding proposed steps the committee should take to remedy the problems he or she perceived.
- 11. If the Dean declined to accept the evaluation and instead returned it to the Tenure Review Committee, the following shall occur:
 - a. The Tenure Review Committee shall review the explanation of the reasons the evaluation was not accepted and consider the proposed steps to remedy the problems the Dean perceived with the evaluation. If the committee determines that additional actions are necessary to enhance or improve the evaluation in light of the explanation and comments from the Dean, it shall take those actions. It may also revise, correct, or amend the evaluation summary in any way it determines is appropriate, or leave it unchanged.
 - b. Once the Tenure Review Committee has completed any actions it determined to be necessary to enhance or improve the evaluation and made any revisions, corrections or amendments to the evaluation summary it determined to be appropriate, it shall again forward the evaluation summary (with a written statement of the actions it took, if any) to the probationary faculty member for his or her comment. If the faculty member declines to comment, or fails to comment within five working days of the date on which the committee sent the summary to the faculty member, the Tenure Review Committee shall forward the evaluation summary to the Dean.
 - c. Upon receiving the evaluation summary, the Dean shall complete the evaluation by:
 - i. formally accepting the Tenure Review Committee's evaluation summary; and — based on the summary—
 - i. rating the faculty member's overall performance as satisfactory, needs improvement or unsatisfactory; and
 - ii. making a recommendation regarding the probationary faculty member's continued employment as specified in Section G
- 12. Once the Dean has completed the evaluation by formally accepting the

Tenure Review Committee's evaluation summary, assigning a rating to the faculty member's overall performance, and making a recommendation about the faculty member's continued employment, he or she shall deliver the evaluation summary to the probationary faculty member and the President/Chief Executive Officer for inclusion in the faculty member's tenure review and personnel files.

13. The completed evaluation, when delivered to the probationary faculty member by the Dean, shall be accompanied by written advice that the faculty member may submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the faculty member's tenure review and personnel files.

D. Second-Year Evaluation and Recommendation

1. Each probationary faculty member shall be evaluated during the fall semester of his or her second contract year. As a continuation of the tenure review process, the evaluation shall cover the entire period since the probationary faculty member's last evaluation, not just his or her performance during the fall semester. The original evaluation team shall, to the extent possible, continue to evaluate the same probationary faculty member through the tenure process.
2. The second-year evaluation shall be conducted in the manner specified in Sections C.2 through C.9, with the addition that, as a part of the evaluation, the Probationary Faculty Evaluation Team shall review the probationary faculty member's prior evaluations and inquire into the nature and extent of the faculty member's response to the recommendations contained in those evaluations.
3. At the same time it forwards the completed second-year evaluation file to the Dean, the Dean serving on the Probationary Faculty Evaluation Team shall forward its recommendation regarding the probationary faculty member's continued service. Based solely on the Probationary evaluation summary and the accompanying materials in the evaluation file, the Dean serving on the Probationary Faculty Evaluation Team shall, except under the circumstances described in Section F.4, recommend one of the following two actions: that the probationary faculty member be given notice by the Board that he or she will be employed for the following two academic years as a probationary faculty member, or that the probationary faculty member be given notice by the Board that he or she will not be employed for the following academic year.

E. Third- and Fourth-Year Evaluations and Recommendation

1. Each probationary faculty member shall be evaluated during the fall semester of his or her third contract year, and again during the fall semester of his or her fourth contract year. As a continuation of the tenure review

process, each evaluation shall cover the entire period since the probationary faculty member's last evaluation, not just his or her performance during the semester in which the evaluation is conducted.

2. The third- and fourth-year evaluations shall be conducted in the manner specified in Sections C.2 through C.9, with the addition that, as a part of the evaluation, the Probationary Faculty Evaluation Team shall review the probationary faculty member's prior evaluations and inquire into the nature and extent of the faculty member's response to the recommendations contained in those evaluations.
3. Notwithstanding anything in Section C to the contrary, neither the Probationary Faculty Evaluation Team, nor the Dean serving on the Team shall forward any recommendation regarding the probationary faculty member's continued service as a part of the evaluation conducted during the faculty member's third contract year, but they shall do so as a part of the evaluation conducted during the fourth contract year. The Dean serving on the Probationary Faculty Evaluation Team will forward recommendations to the President/Chief Executive Officer as part of the evaluation conducted during the fourth contract year.

F. Special Administrative Evaluations

1. At any time during a probationary faculty member's probationary period, the President/Chief Executive Officer may initiate a Special Administrative Evaluation if:
 - a. the probationary faculty member requests a Special Administrative Evaluation; or
 - b. an evaluation conducted pursuant to Sections C, D or E discloses identifiable issues about the probationary faculty member's performance that the President/Chief Executive Officer reasonably determines warrants further review and documentation through a Special Administrative Evaluation; or
 - c. the probationary faculty member's Tenure Review Committee recommends a Special Administrative Evaluation (which the committee may do at any time it determines such a recommendation to be appropriate); or
 - d. the President/Chief Executive Officer determines that a Special Administrative Evaluation is appropriate to review events or circumstances that could lead to formal disciplinary action under Education Code Section 87732 (in which case the evaluation, once completed, shall be deemed to have served the purposes specified in Education Code Section 87671).

Any administrative evaluation initiated under Subsection F.1.a, b or c shall be commenced within thirty working days of the completion of the evaluation, or receipt of the Tenure Review Committee's recommendation to conduct the evaluation, whichever is relevant.

Furthermore, it shall be concluded within forty-five working days after it was commenced.

2. If the Special Administrative Evaluation was requested by the probationary employee; follows an evaluation conducted pursuant to Sections C, D, or E; or was initiated upon the recommendation of the Tenure Review Committee, the Dean shall solicit input from:
 - a. the Tenure Review Committee;
 - b. appropriate individuals the probationary faculty member identifies as having relevant information about his or her performance; and
 - c. any others the Dean believes should have relevant information about the performance of the faculty member.

All such input shall be considered by the Dean before he or she completes the administrative evaluation.

3. The Dean may, if it is appropriate to the evaluation, observe the probationary faculty member as he or she teaches or performs his or her other duties, conduct student surveys, or collect relevant data through other appropriate data collection methods.
4. The Special Administrative Evaluation shall be recorded on the appropriate Special Administrative Evaluation form (see Appendix). Once the Dean has completed the form, he or she shall deliver the evaluation to the probationary faculty member and the President/Chief Executive Officer for inclusion in the faculty member's personnel file.
5. The completed Special Administrative Evaluation, when delivered to the faculty member by the Dean, shall be accompanied by written advice that the faculty member has the right to submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the Special Administrative Evaluation contained in the faculty member's personnel file.

G. Recommendations to the Board

1. Before March 15 of each probationary faculty member's first, second and fourth contract years, the President/Chief Executive Officer shall forward the recommendation of the faculty member's Probationary Faculty Evaluation Team's Dean regarding the probationary faculty member's continued service, along with the President/Chief Executive Officer's recommendation regarding that matter to the Board of Trustees. The

President/Chief Executive Officer's recommendation shall be based solely on the Probationary Faculty Evaluation Team Dean's Probationary evaluation summaries, accompanying materials in the evaluation file, any Special Evaluations that were performed, and the recommendations of the Probationary Faculty Evaluation Team Dean.

2. Except as provided in Section F.4, below, any recommendation forwarded during a probationary faculty member's first contract year shall be a recommendation to notify the faculty member that:
 - a. he or she will be employed for the following academic year as a second year probationary faculty member, or that
 - b. he or she will not be employed for the following academic year.
3. Except as provided in Section F.4, below, any recommendation forwarded during a probationary faculty member's second contract year shall be a recommendation to notify the faculty member that:
 - a. he or she will be employed for following two academic years as a probationary faculty member, or that
 - b. he or she will not be employed for the following academic year.
4. Notwithstanding Sections F.2 and F.3, the President/Chief Executive Officer may, during a probationary faculty member's first or second contract year, recommend that the faculty member be employed for all subsequent academic years as a tenured faculty member, but only in extraordinary circumstances where that recommendation has been initiated by the Dean serving on the Probationary Faculty Evaluation Team on the basis of documented evidence that the probationary faculty member is performing at a level that warrants the granting of early tenure, and the President/Chief Executive Officer finds that there are clear and compelling reasons to conclude that the action will be in the best interests of the district. No recommendation made pursuant to this section, and no action accepting or rejecting any such recommendation, shall be grievable.
5. Any recommendation forwarded during a probationary faculty member's fourth contract year shall be a recommendation to notify the faculty member that:
 - a. he or she will be employed for all subsequent academic years as a tenured faculty member, or that
 - b. he or she will not be employed for the following academic year.

H. Mentors

New faculty members are to be encouraged to have a mentor. The mentor shall be a tenured faculty member with satisfactory evaluations. The mentor may not be a member of the new faculty member's evaluation team. As mentoring is part of a team-building process, it is voluntary; therefore, a mentor may be assigned only one evaluatee to coach to a satisfactory evaluation.

Mentors become essential in the case of a Needs Improvement recommendation during the evaluation process for probationary faculty; they can also be instrumental in fostering improvement for tenured faculty with the Needs Improvement recommendation.

1. When a probationary faculty member requests a mentor, the Dean shall consult with the probationary faculty member and his or her Division Chair to identify and recruit an appropriate mentor. A mentor can be any tenured faculty member employed by Compton College who volunteers to serve in that capacity, but he or she may not serve on the probationary faculty member's Probationary Faculty Evaluation Team.
2. There are two distinct categories of mentors: one is sought by the evaluatee, not as a part of the evaluation process; the other is recommended by the evaluation team as the result of a "needs improvement evaluation during probationary evaluations.
3. Mentors shall be trained in accordance with guidelines mutually agreed upon and developed by representatives from the Academic Senate in consultation with the Federation, and a representative from Academic Affairs. Training for mentorship and team building shall be provided by the district; Based on the number of hours required for mentorship training, the mentor shall receive flex credit for the hours completed.
4. Mentors may be recommended by the evaluation team and shall be assigned by the Dean and the Division Chair in consultation with the evaluatee. When a mentor is recommended as part of the evaluation process, the committee shall produce a detailed list of specific issues that the faculty member must work on to achieve a satisfactory evaluation during the 90 day period following the fall semester evaluation.
5. Tenured faculty shall have one semester from the issuance of the evaluation summary in which to improve performance and complete the tasks assigned by the evaluation team.
6. A tenured faculty member may not serve as a mentor to more than one probationary faculty member, since effective mentoring often requires the investment of an extensive amount of time and effort, and the work is voluntary.
7. During the period of mentoring, the mentor shall consult and interact with the probationary faculty member for the purposes of enhancing the

probationary faculty member's effectiveness and ability to perform his or her basic duties, and encouraging the probationary faculty member's professional growth. All mentors shall adhere to any mentoring guidelines adopted by the District.

I. Effective Date

These procedures became effective for probationary faculty members initially employed in probationary positions on or after July 1, 2007.

9.7 EFFECTIVE DATE:

The initial use of the evaluation procedures set forth in the article to evaluate tenured and temporary faculty shall be phased in as follows:

1. Temporary faculty shall be evaluated in accordance with Section 10.5.a, with any employment at Compton College counting towards the interval between evaluations.
2. Tenured faculty members shall be initially evaluated using these procedures in three groups. Those who have social security numbers the final two digits of which are evenly divisible by three shall be evaluated during the 2007-2008 academic year; those who have social security numbers the final two digits of which are divisible by three with a remainder of 1, shall be evaluated during the 2008-2009 academic year; and those who have social security numbers the final two digits of which are divisible by three with a remainder of 2 shall be evaluated during the 2009-2010 academic year. If the social security number is an odd number, the initial evaluation under this article shall be a basic evaluation. If the social security number is an even number, the initial evaluation under this article shall be a comprehensive evaluation.

9.8 NON-TEACHING FACULTY EVALUATIONS:

Non-teaching faculty includes counselors, librarians, and coordinators of special programs.

Non-teaching faculty shall receive probationary standard evaluations or tenured faculty standard evaluations on the three-year cycle; however, the forms for the evaluation by peer teams shall be based on the job description for the position.

ARTICLE X: PERSONNEL FILES

101 One personnel file will be maintained by the District for each certificated employee. This file shall be maintained in the Office of Human Resources and shall be available for inspection by the employee upon request provided that the employee schedules an appointment with the appropriate administrator to conduct the file review. Employees shall not schedule an examination of the file during their assigned class times except under unusual circumstances.

102 A representative of the faculty's choice may, upon written request, accompany the member in a review of that member's personnel file.

- 103** Disciplinary action taken against a member may be based only upon materials which are in the member's personnel file except under circumstances which require immediate remedy under statute.
- 104** Material in the personnel file is not to include materials which are:
- a. obtained prior to the employment of the member involved;
 - b. prepared by identifiable screening and/or evaluation committee members; and
 - c. obtained in connection with a promotional examination.
- 105** Information of a derogatory nature shall not be placed in the member's personnel file until the member has been sent a copy of the material and a written notice of intent which states that the material is going to be placed in the member's file.
- 106** The member has 10 days from the date the notice was postmarked in which to respond. The member's response shall be attached to the derogatory statement and shall be a part of the member's file.
- 107** Upon written request of the member, or the member's designated representative, the District agrees to remove and destroy any materials of a derogatory nature which have remained in the file for five years.
- 108** Members shall have the right to place in their personnel file material which is considered to be relevant to their career in compliance with state law, examples including but not limited to:
- a. Employee application
 - b. Letters of recommendation
 - c. Employee verifications
 - d. Certificates and certifications
 - e. Credentials, FSA's, equivalencies, competencies, and related materials
 - f. Performance evaluations and any documents related to such activity
 - g. Commendations and letters of appreciation
 - h. Any document relating to employee service participation in the school and the community
 - i. Tenure and academic rank material
 - j. Academic/vocational program promotions material.

ARTICLE XI: LEAVES

Following any of the leaves addressed in this section, the District shall make reasonable accommodation for the return to his/her position of any disabled employee in accordance with the Americans with Disabilities Act (Title 1).

11.1 SABBATICAL LEAVE

- a Sabbatical leaves may be granted to full-time faculty unit members for the purpose of carrying out an approved program which will enable the member to provide improved service to the District and its students. Consideration will be given to programs that involve an appropriate program of organized study or research.

11.1.1 Service Eligibility

- a In order to be considered for sabbatical leave, a faculty unit member must have rendered service under a full-time contract with the District for at least six (6) consecutive years immediately preceding the sabbatical leave. A paid leave of absence, except a sabbatical leave, does not count as a break in continuity of service for purposes of sabbatical leave consideration. However, any such absence shall not be included as service except as stated in Education Code Section 87769. After completing a sabbatical leave, a unit member is not eligible to apply for such a leave until he/she has served on a full-time basis for at least six (6) additional consecutive years for a one-semester leave of absence, or ten (10) additional consecutive years for a year-long leave of absence.
- b The maximum number of leaves granted under this section in any one semester shall not exceed four percent (4%) of the total full-time faculty employed in the prior academic year.
- c Unit Members of the bargaining unit who are granted a leave under the terms of this section must agree in writing to return to the District for a period of service equal to twice the period of time for which the leave is granted.
- d Compensation will be paid to a unit member while the unit member is on sabbatical leave in the same manner as when the unit member is fulfilling regular assigned duties per Education Code section 87770. Sabbatical leave will be considered as regular service to the District for the purposes of health benefits and advancement on the salary schedule.

11.1.2 Application Process

- a Unit Members contemplating a sabbatical leave shall submit applications to the Sabbatical Leave Committee. The Sabbatical Leave Committee shall forward all applications and its recommendations to the appropriate administrator as designated by the District. With the application for sabbatical leave, the unit member shall submit for approval, guidelines for the written report and faculty presentation. Upon the Sabbatical Leave Committee's approval of the application for sabbatical leave and the guidelines for the written report, the application, guidelines, applicable Board policy and State law shall constitute the agreement between the unit member and District. The agreement shall be submitted to the CEO for review and recommendation to the Board of Trustees. The Board of Trustees shall have authority to approve, modify, or reject the agreement.
- b Subject to the approval of the Academic Senate, the Sabbatical Leave Committee shall be composed of seven (7) members, including three (3) faculty members appointed by the Academic Senate, one (1) Division Chair and three (3) administrators all appointed by the CEO. The Sabbatical Leave Committee shall be established at the beginning of each academic year and shall be co-chaired by one faculty member and one administrator. The Sabbatical Leave Committee shall set and announce deadlines, receive applications, evaluate the plans submitted, receive written sabbatical leave reports, and recommend sabbatical agreements to the CEO

for review and recommendation to the Board of Trustees. The Board of Trustees shall have authority to approve, modify, or reject the agreement.

- c. Applications for sabbatical leave must be received by the Chair of the Sabbatical Leave Committee, who is responsible for date/time stamping the application upon receipt. Any applications for sabbatical leave must be received by the Sabbatical Leave Committee by the first week of each semester one year in advance of the sabbatical leave application.

11.1.3 Post-Sabbatical Presentation and Report

- a. Upon return, members of the bargaining unit who have completed a sabbatical leave shall file a written report with the Sabbatical Leave Committee within six (6) weeks after the beginning of the subsequent semester, exclusive of the summer session, and participate in a faculty presentation on their sabbatical.
- b. The form of the written report shall be planned in consultation with the Sabbatical Leave Committee before the leave is taken. Three (3) copies of the report shall be provided in a manner suitable for binding. The report must be typewritten and must consist of a minimum of five (5) pages, discussing in sufficient detail the sabbatical activities which shall be shared with the CEO. The Board of Trustees may request a presentation on the unit member's sabbatical leave activities. When applicable, at the request of the Sabbatical Leave Committee, a transcript or other evidence of completion of the planned program shall accompany this report.

Failure to file the report by the due date shall result in subsequent pay warrants being withheld until the report is received by the Sabbatical Leave Committee. Extension of the report due date may be granted at the discretion of the Sabbatical Leave Committee.

11.1.4 Compensation and Benefits

- a. Compensation and full benefits to be paid the unit member who is on sabbatical leave shall be computed in accordance with the salary schedule in effect during the period of leave and shall be paid in equal monthly payments.
- b. Compensation to be paid the unit member who is on sabbatical leave shall be 63% of the salary to which the employee would otherwise be entitled for an academic year, or 100% of the salary to which the employee would otherwise be entitled for a semester.
- c. No compensation shall be paid to any unit member while on sabbatical leave unless a bond is posted in accordance with Education Code Section 87770. However, pursuant to the Education Code, the bond may be waived at the discretion of the Board of Trustees.
- d. The period of time while the unit member is on sabbatical leave shall be counted toward retirement.
- e. Once the sabbatical leave request has been approved, it is understood that the

applicant shall, at a minimum, fulfill the approved program. Alteration of the approved program shall be made only after an amended plan has been submitted and approved, using the same procedures as those for the initial approval.

- f. Notwithstanding any provision of this Article or Agreement, sabbatical leave shall not be granted a unit member nor shall a unit member receive compensation while on sabbatical leave unless the requirements of the Education Code pertaining to Sabbatical Leaves, including, but not limited to, Sections 87767, 87770 and 87771 are complied with.

11.1.5 Waiver of Liability

By accepting sabbatical leave, the unit member covenants and agrees that the Governing Board of the District and the District itself shall be freed from any liability for the payment of any compensation or damages provided by the law for the death or injury of any employee of the District employed in a position requiring minimum qualification and District competency standards when the death or injury occurs while the employee is on any leave of absence granted under the provisions of this section, except when such death or injury may be incurred as a consequence of the member's presence upon District property as may be required by the objectives and goals of the sabbatical leave proposal.

11.2 ILLNESS/SICK LEAVE

- a. Illness leaves for members' illness or injury (only) shall be granted for a maximum of 10 days annually to each member designated as a contract or regular employee.
- b. Members who are not designated contract or regular employees shall accrue illness leave in the amount of one-half day for each 10% of full-time load per semester.
- c. A member shall be granted one additional day of illness leave upon completion of a full summer session assignment.
- d. Regular and contract members shall accrue overload illness leave in the amount of one-fourth day for each 10 % of full-time load per semester.
- e. The base utilized for calculations of earned sick leave for overload and part time non- instructional assignments shall be 525 hours. This calculation shall not apply to special projects.
- f. Any earned illness leave which is not used may be accumulated indefinitely from one year of service to the next and may be used as required for any assignment during subsequent years of service.
- g. Accrued overload illness leave may be accumulated indefinitely from one year's service to the next, but shall not be used in the computation of STRS benefits.
- h. No faculty member shall be entitled to sick leave for any day that the faculty member is not required to render service to the District.
- i. A faculty member is eligible to use his/her accrued sick leave during a summer

session assignment if the initial diagnosis of the condition, verified by a physician's statement, does not predate the beginning of the service assignment and if the faculty member is able to assume the teaching assignment.

- j. Credit for illness leave need not be accrued prior to taking illness leave by the member, and such leave may be taken at any time during the fiscal year, not to exceed the balance of the employee's illness leave entitlement through June 30 of that fiscal year.
- k. The time lost through illness shall be deducted from the accrued leave balance in the same ratio as it was accrued.
- l. An employee who is on other leaves of absence without pay shall retain all accumulated illness leave benefits but shall not use or accrue any additional sick leave benefits during such periods of leave.
- m. When a member who is a contract or regular employee is absent from work because of illness or accident for a period of five school months or less, whether or not the absence arises out of or in the course of employment of the employee, the amount deducted from the salary due for any month in which the absence occurs shall not exceed the sum which is actually paid a temporary employee employed to fill the member's position, during the absence, or if no temporary employee is employed, the amount which would have been paid to the temporary employee, had one been employed.
- n. A new employee's illness leave credit received by transfer from previous school districts shall be accepted pursuant to the provisions and limitations provided in the Education Code.
- o. All illness leave rights or accumulations shall be cancelled when a full-time employee severs all official connection with the District as an employee, in compliance with provisions of the Education Code. Accumulated sick leave may be transferred to a subsequent employing district upon request, pursuant to the provisions of the Education Code.
- p. At the time members begin their contracted employment for the academic year, they shall be provided with a current accounting of their accumulated illness leave credit.
- q. Any female member of the unit shall have the right to utilize illness leave necessitated by pregnancy, miscarriage, childbirth and recovery therefrom.
- r. Illness leave may be utilized by a member of the unit placed under quarantine on the same basis as though the member had been ill.
- s. Any person utilizing illness leave benefits under the provisions of this Article shall provide a signed absence report upon return to duty, to the appropriate administrative office. If absent five or more days in any one calendar month, the member shall provide the appropriate administrative office a statement from a physician verifying the necessity of such absence. Such verification shall be

submitted not later than one week after return to duty. A unit member returning to work from an illness leave may be required to present a physician's unconditional release verifying that the unit member is medically able to return to full-time work. The physician's release shall include any restrictions on extra duty assignments. If the unit member's physician fails to meet this requirement, the District may require the unit member to submit to an examination by a District-designated physician provided that the District pays the cost of such examination.

11.3 INDUSTRIAL ACCIDENT AND ILLNESS LEAVE

- a Only to the extent provided by law, members of the unit shall be provided industrial accident and illness leave benefits under the following provisions:
 - 1) allowable leave shall be for not less than 60 days during which the schools of the District are required to be in session or when the member would otherwise have been performing work for the District in any one fiscal year for the same accident;
 - 2) allowable leave shall not be accumulated from year to year;
 - 3) industrial accident or illness leave shall commence on the first day of absence, or when the illness or condition is determined to have begun, and the allowable 60 days shall be used first.
 - 4) all accrued regular full salary sick leave may be used when the industrial accident/illness leave (60 days) expires.
 - 5) half-salary sick leave and money from the Workers' Compensation fund is used when full salary sick-leave expires. The aggregate amount of half-salary sick leave and Workers' Compensation contribution shall not exceed the employee's sick leave entitlement prior to the illness.
 - 6) after all paid benefits are exhausted, the employee shall receive any remaining money due him or her from the Workers' Compensation Fund.
 - 7) when an industrial accident or illness leave overlaps into the next fiscal year, the member shall be entitled to only the amount of unused industrial accident or illness leave due him/her for the same illness or injury;
 - 8) upon termination of the industrial accident or illness leave, the member shall be entitled to the benefits provided in Education Code Section 87780, 87781, and 87786, and for the purposes of each of those sections, his/her absence shall be deemed to have commenced on the date of termination of the industrial accident or illness leave, provided that if the member continues to receive temporary disability indemnity, he/she may elect to take as much of his/her accumulated sick leave which, when added to his/her temporary disability indemnity, will result in a payment to him/her of not more than his/her full salary;
 - 9) during any paid leave of absence, the member may endorse to the District

the temporary disability indemnity checks received on account of his/her industrial accident or illness. The checks shall be endorsed and immediately turned over to the District upon receipt, or if retained by the member, the member shall immediately notify the District of the amount of the temporary disability indemnity payment. The District in turn, shall issue the member appropriate salary warrants for payment of the member's salary, and shall deduct normal retirement, other authorized contributions, and the temporary disability indemnity, if any, actually paid to and retained by the member for periods covered by such salary warrants;

- 10) the Governing Board may, at its discretion, by rule or regulation, provide for such additional leave of absence for industrial accident or illness as it deems appropriate;
- 11) at the District's request, the unit member shall provide the District with his/her physician's report of the unit member's physical condition. The requested medical reports shall be submitted to the District not later than one week after the District request is made. Employees returning to work from industrial accident or illness leave shall be required to present a physician's unconditional release verifying that the unit member is medically able to return to full-time work, including any restrictions on extra duty assignments. If the unit member's physician fails to meet this requirement, the District may require the unit member to submit to an examination by a District designated physician provided that the District pays the cost of such examination. Employees returning to work from industrial accident or illness leave shall be required to present a physician's release verifying medical permission to return to work, including any restrictions, and
- 12) upon returning to duty, an absence report form shall be filed with the appropriate administrative office.

11.4 BEREAVEMENT LEAVE

- a Members of the bargaining unit may be granted leave of absence not to exceed three working days (five working days if travel of more than 300 miles is required) per occurrence on account of death of any member of the member's immediate family. In accordance with Education Code Section 87788, "no deduction shall be made from the salary of the employee or shall the leave be deducted from leave granted by other sections of the code or provided by the governing board of the District."
- b "Member of the immediate family," as used in this section, shall include child, mother, father, brother, sister, mother-in-law, father-in-law, brother-in-law, sister-in-law, grandmother, grandfather, grandchild of the employee or of the employee's spouse, the spouse, significant other/domestic partner, son-in-law, daughter-in-law of the employee or any person living in the immediate household. Persons other than relatives as noted herein, who may have been reared by or with the employee shall be considered as relatives for bereavement purposes. Under special circumstances, persons other than those noted in this section may be

considered as immediate family. Faculty may be granted bereavement leave for these other persons upon approval of the appropriate college administrator.

- c. An extension of bereavement leave may be requested under the Personal Necessity Leave section.
- d. Upon return to duty, an absence report identifying the deceased shall be filed with the appropriate administrative office.
- e. At the District's request the unit member shall provide the District with verification or proof of the death of the deceased and the decedent's relationship to the unit member.

11.5 PERSONAL NECESSITY LEAVE

- a. A member of the bargaining unit may elect the use of six days of accumulated sick leave credit in a school year for any of the following purposes:
 - 1) the death or serious illness of a member of the employee's immediate family when additional leave is required beyond that provided by the Bereavement Leave section;
 - 2) an accident involving the member's person or property, or the person or property of the member's immediate family;
 - 3) an appearance in court as a litigant,
 - 4) an imminent danger to the home or property of the member occasioned by an occurrence such as flood, fire, or earthquake, serious in nature, which requires the absence of the member during the working day; and
 - 5) other reasons which faculty members cannot reasonably be expected to disregard; these reasons shall be reported as indicated in section 11.5 c and which have been submitted in writing and approved by the Dean.
- b. For the purposes above, "immediate family" shall be as defined under the Bereavement Leave section of this Agreement.
- c. The employee, upon return to duty, shall verify by signed statement within seven days that the leave was for one of the reasons listed above. The statement shall be submitted to the appropriate administrative office.

11.6 JURY DUTY/WITNESS LEAVE

- a. When regularly called for jury duty in the matter provided by law, members of the bargaining unit shall be granted a leave of absence without loss of pay or benefits for the time the employee is required to perform jury duty during the employee's regularly assigned working hours.
- b. Request for jury service leave shall be made by presenting, as soon as possible, the official court summons to jury service to the member's immediate supervisor and

to the District payroll office through regular administrative channels.

- c. Reimbursement to the District of any monies earned as a juror, except mileage and parking, shall be made by the member of the bargaining member to the District immediately upon receipt of such monies and fees by the unit member.
- d. The District may require verification of jury duty time prior to, or subsequent to, providing jury duty compensation.
- e. Upon return to duty, an absence report shall be filed with the appropriate office.

11.7 MILITARY LEAVE

Upon written request, members of the bargaining unit shall be granted military leave in accordance with the provisions of the Education Code and the Military and Veteran's Code.

11.8 PAID PARENTAL LEAVE FOR CHILD BONDING/CHILDCARE

- a. As provided by Education Code section 87780.1, unit members shall be entitled to paid parental leave as set forth in this section.
- b. For purposes of this section, "parental leave" shall be defined as leave for the reason of the birth of the unit member's child, or the placement of a child with the unit member for adoption or foster care within twelve (12) months of the birth or placement.
- c. Unit members shall be entitled to use all current and accumulated sick leave for parental leave, for a period of up to twelve (12) workweeks.
- d. When a unit member has exhausted all current and accumulated sick leave and continues to be absent on account of parental (child-bonding) leave under the California Family Rights Act (CFRA; Government Code section 12945.2), he/she shall be entitled to 50% pay or difference pay, whichever is greater, for any of the remaining twelve (12) workweek period. In order to use 50% pay/difference pay, the unit member must be eligible for leave under the California Family Rights Act, except that he/she is not required to have worked 1,250 hours in the twelve (12) months immediately preceding the leave.
- e. Any leave taken under this section shall count against any entitlement to child-bonding leave under the California Family Rights Act. The aggregate amount of leave taken under this section and CFRA shall not exceed twelve (12) workweeks in any twelve (12) month period.
- f. A unit member shall not be entitled to more than one (1) twelve (12) workweeks period for parental leave in any twelve (12) month period. If both parents work for the District, each is entitled to twelve (12) workweeks of leave for the birth or placement for adoption or foster care of a child.
- g. Leave under this section shall be in addition to any leave taken for pregnancy or childbirth-related disability.

- h A unit member shall give at least thirty (30) calendar days' notice of the birth of a child and intent to take parental leave under this section. Leave shall be taken in increments of at least two (2) weeks' duration except on two (2) occasions, provided that the District may, upon request by the faculty member, authorize the faculty member to take such leave in increments of less than two (2) weeks on more than two (2) occasions. Leave under this section must be completed within twelve (12) months of the birth of the child or placement for adoption or foster care.

11.9 FAMILY CARE AND MEDICAL LEAVE

- a Any unit member who has served in the District more than 1,250 hours in the immediate preceding 12-month period, shall be eligible to take unpaid family care and medical leave in accordance with the provisions of Title 29 of the United States Code, Section 2601, et seq. ("FMLA") and California Government Code Section 12945.2.
- b Code, Section 2601, et seq. ("FMLA") and California Government Code Section 12945.2.
- c Family care and medical leave may be used for the following reasons:
 - 1) The birth of the unit member's child.
 - 2) The placement of a child with the unit member's adoption or foster care of the child.
 - 3) The care of the serious health conditions of the unit member's child, parent or spouse.
 - 4) Because of the unit member's own serious health condition that makes the unit member unable to perform the functions of the position in which the unit member is employed, except for the leave taken for disability on account of pregnancy, childbirth, or related medical conditions.
- d For the purposes of this provision, "serious health conditions" means an illness, injury, impairment or physical or mental condition that involves either:
 - 1) Inpatient care in a hospital, hospice or residential health care facility; or
 - 2) Continuing treatment or continuing supervision by a health care provider.
- e For purposes of this provision, "health care provider" has the same meaning as it is prescribed in Government Code Section 12945.2, subdivision (c)(6).
- f For purposes of this provision, "child" means a biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis who is either:
 - 1) Under eighteen years of age; or
 - 2) An adult dependent child.
- g For purposes of this provision, "parent" means a biological, foster, or adoptive parent, a stepparent, a legal guardian, or other person who stood in loco parentis to the unit member when the unit member was a child.
- h A unit member is entitled to family care and medical leave for no more than a total

of 12-workweeks within a 12-month period measured forward from the first day of the employee's leave, unless additional leave is granted by the President/Chief Executive Officer. The entitlement to leave for the birth or placement of a child shall conclude at the end of the 12-month period beginning on the date of such birth or placement.

- i The determination as to the date on which the family care and medical leave shall begin and the duration of such leave shall be made at the discretion of the President/Chief Executive Officer when considering the scheduling and replacement problems of the District and the reasonableness of the request.
- j Except in cases of emergency, a unit member shall give the Human Resources Office reasonable advance notice of his/her intent to take family care and medical leave.

If the event necessitating family care leave is known more than 30 calendar days prior to the unit member's need for leave, the unit member must provide the Human Resources Office with a 30 calendar day advance written notice of the unit member's need for leave.

If the event necessitating family care leave is known less than 30 calendar days prior to the unit member's need for leave, the unit member must provide the Human Resources Office with as much advance notice as reasonably possible; however, under no circumstances, except for cases of medical emergency or unforeseen circumstance, will a request for leave be made less than ten working days in advance of the requested leave. Failure to provide at least 10 working days advance written notice entitles the District to delay commencement of the leave until 10 working days have passed from the date of the request.

If leave is needed for a planned medical treatment or supervision, the unit member shall make a reasonable effort to schedule the treatment or supervision to avoid disruption of District operations. This scheduling shall be subject to the health care provider's approval.

- k Family care and medical leave can be taken in multiple periods.

The minimum duration of any family care and medical leave for reason of birth, adoption or foster care placement of a child of the employee, shall be two weeks. However, the District must twice grant a unit member's request for family care leave of at least one day but less than two weeks duration if the unit member complies with all the requirements of the provisions of this Section.

Family care and medical leave for the serious health condition of the employee's child, parent or spouse or of the employee, may be taken intermittently, in one day increments, when medically necessary, as determined by the health care provider of the person with the serious health condition.

- l During the period of leave taken pursuant to the provisions of this Section, the unit member must concurrently use any accrued vacation leave, other accrued time off, or any other available paid leave. If the unit member takes a leave because of his/her own serious health condition, the unit member must concurrently use any accrued sick leave during the period of the leave. However, a unit member shall not use sick leave in connection with a birth, adoption or foster care, or to care for a child, parent or spouse with a serious health condition, unless mutually agreed to by the District and the unit member.
- m The District shall maintain the unit member's health and welfare programs, for the duration of the family care and medical leave, not to exceed a cumulative maximum of 12 workweeks in a 12-month period.
- n The unit member shall retain his/her employee status with the District during the leave period, and the leave shall not constitute a break in service for purposes of longevity, seniority, or any unit member benefit plan.
- o A unit member's request for family care and medical leave due to the birth of a child shall be supported by either a statement from a physician certifying the pregnancy or a birth certificate.
- p A unit member's request for leave to care for a child, spouse or parent who has a serious health condition shall be supported by a certification from the health care provider of the individual requiring care. This certification shall include:
 - 1) The date on which the serious health condition commenced.
 - 2) The probable duration of the condition.
 - 3) An estimate of the amount of time that the health care provider believes the unit member needs to care for the individual requiring the care.
 - 4) A statement that the serious health condition warrants the participation of the unit member to provide care during a period of the treatment or supervision of the individual requiring care.
- q A unit member's request for family care and medical leave, because of the unit member's own serious health condition, must be supported by a certification issued by his/her health care provider. That certification shall be sufficient if it includes all of the following:

The date on which the serious health condition commenced.

 - 1) The probable duration of the condition.
 - 2) A statement that, due to the serious health condition, the unit member is unable to perform the function of his or her position.
- r Upon expiration of the time estimated by the health care provider in paragraph o, subparagraph 2, and paragraph p, subparagraph 2, if additional leave is required, the District may require the unit member to obtain re-certification in accordance with the same procedures provided in paragraphs o and p.

- s In any case in which the District doubts the validity of the certification provided pursuant to paragraphs o and p, the District may require, at the District's expense, that the unit member obtain the opinion of a second health care provider, designated or approved by the District, concerning any information certified under paragraphs o and p.

The health care provider designated by the District shall not be employed on a regular basis by the District.

If the second opinion differs from the opinion in the original certification, the District may require, at the District's expense, that the unit member obtain the opinion of a third health care provider, designated or approved jointly by the District and the unit member. The opinion of the third health care provider shall be final and binding on the District and unit member.

- t As a condition of a unit member's return from family care and medical leave because of the unit member's own serious health condition, the unit member must obtain certification from his/her health care provider that the unit member is able to resume work without restriction.
- u If both parents are employed by the District, the District shall not be required to grant leave in connection with the birth, adoption, or foster care of a child or serious health condition of a child that would allow the parents family care and medical leave totaling more than a cumulative total of 12 workweeks in a 12-month period.
- v Leave taken by a unit member pursuant to this Section shall run concurrently with any accrued vacation leave, sick leave, other accrued time off, or any other available paid leave taken as provided in paragraph k, and shall run concurrently with leave taken pursuant to the FMLA or California Government Code Section 12945.2 and under no circumstance shall entitle a unit member to an aggregate amount of leave in excess of 12 workweeks in a 12-month period.

11.10 OTHER LEAVES OF ABSENCE

- a A member of the bargaining unit may be granted a leave of absence with or without pay by the Board of Trustees upon the recommendation of the President/Chief Executive Officer for a period not to exceed one year when such action is in the best interest of the District. Such leaves of absence will terminate at the end of the fiscal year, June 30, but may be extended or renewed.
- b Leaves under this section may be granted for the purposes of, but are not limited to, service in the Peace Corps, VISTA, Red Cross, and service in an elected or appointed position in local, state or national government.
- c The District may refuse to grant a leave, even though all requirements have been satisfied, only for the reasons contained in Title II, Division 4, sub-chapter 12, section 7297.1 (c) (2) (B).

- d The District shall continue to participate in an Employee Assistance Program for the length of the Agreement.
- e The Compton Community College District and the Compton Community College District Federation of Employees (Certificated Unit) agree that a bargaining unit member may take a one- semester paid leave of absence without loss of benefits, previously accrued sick leave, or seniority for the purpose of urgent care of an immediate family member (parent, spouse, registered domestic partner, or child).

Urgent care shall be defined as the ongoing attendance upon a critically or terminally ill immediate family member. It is also mutually understood that the bargaining unit member is the sole provider of this care, such as a single parent or only child.

Each semester the unit member shall provide the District with documentation from the medical providers of the patient's medical status and need for continued care. The one-semester paid leave of absence for such purpose may be renewed for one additional semester.

This leave shall operate as released time, and upon the bargaining unit member's return to full- time teaching the unit member shall complete a mutually agreed upon special assignment. The agreed-upon special assignment will be memorialized in writing by the District and unit member, including identifying the completion date, prior to the leave being granted. However, if the parties are not able to finalize an agreement by the time the need for leave commences, the unit member will be afforded 60 calendar days or 20 working days (during the Fall or Spring term including working days on which the unit member is absent on leave), whichever is longer, to reach agreement. During this 60 (or 20)-day period, the unit member may utilize other available forms of paid or unpaid leave; and any paid or unpaid leave utilized for this purpose will be reinstated provided an agreement is reached within the 60 (or 20) day period. After agreement is reached, any changes to the special assignment may be authorized by mutual agreement.

The unit member shall complete the special assignment in accordance with the agreed-to due date. Such special assignments may be as follows:

- 1) Curriculum development
- 2) Program review
- 3) Marketing/recruitment
- 4) Off-site supervision
- 5) Fund development
- 6) Tutoring
- 7) Student Learning Outcomes

ARTICLE XII: RETIREMENT OPTIONS

The Compton Community College Board of Trustees may at its discretion grant one of the following retirement incentive plans to eligible faculty. The unit member must elect and may participate in only one of the two following retirement plans:

12.1 REDUCED LOAD

In accordance with the limitations set forth in Education Code Section 87483, on the approval of the Board of Trustees, faculty members shall be granted the option of reduced load under the following rules:

- a. the faculty member must have reached the age of 55 prior to reduction in workload;
- b. the faculty member must have been employed full-time in a position that requires meeting minimum qualifications and District competency standards for at least 10 years, of which the immediately preceding five years were full-time employment, without a break in service. If a faculty member was on a board-approved paid leave at any time during the immediately preceding five years, such leave of absence will be counted as full-time employment, however, time spent on a sabbatical or other approved leave of absence shall not be used in computing the five-year full-time service requirement required under this subsection;
- c. the faculty member shall be paid a salary which is the pro-rata share of the salary he/she would be earning had he/she not elected to exercise the option of part-time employment but shall retain all other rights and benefits for which he/she makes the payments that would be required if he/she remained in full-time employment in accordance with Education Code Section 87483(e);
- d. other non-monetary leave of absence benefits shall be reduced on a pro-rata basis in proportion to the amount of reduced load;
- e. the minimum part-time employment shall be the equivalent of one-half of the number of days of service required by the employee's contract of employment during his/her final year of service in a full-time position 87483(f) and;
- f. contributions to the State Teachers Retirement System (STRS) shall continue at the full salary amount unless state statute or rule or regulation of the STRS provide otherwise

12.2 HOURLY EMPLOYMENT

Upon the approval of the Board of Trustees prior to the beginning of each academic year in which such employment is to occur, a faculty member may be granted the option of contract hourly employment after retirement under the following rules:

- a. The District may employ eligible full-time faculty members as contract hourly instructors and/or consultants during each year following retirement, to a maximum of five years (each year of employment must be approved by the Board prior to the beginning of the academic year) or age 70, whichever occurs first;

- b. Applicants for the early retirement program shall have served a minimum of 10 consecutive years of contract service with the District and be between the ages of 55 and 65;
- c. The hourly rate for faculty members shall be the appropriate rate on the hourly/overload salary schedule.
- d. The hourly rate for faculty members employed as consultants shall be the appropriate rate on the Hourly/Overload Salary Schedule. Nevertheless, the actual amount of compensation paid such faculty members shall not exceed the amount allowed by the Education Code and law. The maximum number of hours for the consulting assignment is computed by dividing the maximum salary compensation allowable by STRS by the hourly rate.
- e. The District shall continue to pay the same dollar amount for fringe benefit programs accorded to contract and regular full-time employees. The employee shall be required, however, to file for any other state or federal government-sponsored health program for which he/she may be eligible as an offset to the District obligation for the health benefit;
- f. At the request of the employee, a leave of absence from this program may be granted by the Board of Trustees.

ARTICLE XIII: GRIEVANCE PROCEDURE

13.1 DEFINITIONS

- a. A grievance is a formal written allegation by a unit member or members of the Federation that the District has violated, misapplied, or misinterpreted a specific provision of the Agreement, and that as a consequence, the unit member(s) or Federation has been adversely affected. Every grievance shall contain a clear and concise statement of the claimed acts or omissions which gave rise to the grievance, the Article(s) or provision(s) of the Agreement which is claimed to have been violated, misapplied, or misinterpreted, and a statement of the remedy sought. In addition to the foregoing, a grievance includes a decision to nonreelect a unit member as provided in Education Code Sections 87610 and 87610.1, or the denial by the District of a request to grant a unit member an additional Compton Community College District faculty service area ("FSA").
- b. An aggrieved person or grievant is the unit member(s) who claims that he/she has been adversely affected by a violation, misapplication, or misinterpretation of the Agreement, issued a notice of nonreelection, or denied an additional FSA.
- c. The Federation, representing itself, may only grieve an alleged violation, misapplication or misinterpretation of the Federation Rights Article of the Agreement.
- d. The academic year is the period commencing with the first day of classes for the Fall semester and ending on the last day of the Spring semester.

- e. A day, for the purposes of this Article, is any weekday on which the offices of the Chief Executive Officer of the Compton Community College District are open for business.

13.2 GRIEVANCE FORM

Applicable grievance forms shall be prepared and mutually agreed upon by the District and the Federation within 15 days of ratification of this Agreement. The form shall be printed by the District and provided to the Federation.

13.3 FILING OF THE GRIEVANCE

A grievance may be filed by;

- a. a unit member or members;
- b. an authorized representative of the unit member, if the unit member so requests in writing; or
- c. an authorized Federation representative in the name of the Federation, as specified in this Article.

13.4 RIGHT TO REPRESENTATION

- a. The unit member shall have the right to have a representative present at each step of the grievance procedure.
- b. No unit member, at any stage of the grievance procedure, shall be required to meet with any administrator concerning any aspect of the filed grievance without a Federation representative, if a written request for representation has been filed by the grievant.

13.5 PROCESSING OF GRIEVANCE

- a. It is mutually agreed that grievances should be processed as rapidly as possible. The number of days indicated at each procedural level shall be considered maximums. The limits specified may be altered by the mutual written consent of the grievant and the appropriate District-designated administrator, and the Federation shall be notified of such alteration. Failure by the District to respond to a grievance within the timelines specified herein shall result in the grievance moving to the next level.
- b. If a grievance is not initiated or pursued by the grievant in accordance with the time limits set forth in the grievance steps of this Article, the grievance is deemed resolved on the basis of the last decision rendered by the District.
- c. A grievant shall have the right to represent himself/herself. If the grievant chooses not to be represented by the Federation, the Federation shall be informed of the decision and shall have the right to present its views to the District in writing.
- d. Any record(s) pertaining to a grievance shall be kept in a file separate from the grievant's official District personnel file.

- e. Grievances of a similar or like nature may be joined as a single grievance by mutual agreement of the District and the Federation.
- f. The terms "District-designated administrator," and " President/Chief Executive Officer " shall also mean their designees.
- g. The grievant and the appropriate District-designated administrator are encouraged to meet informally prior to the filing of a formal grievance for the purpose of resolving the alleged grievance.

13.6 GRIEVANCE PROCEDURE

a Step 1

- 1) Within 20 days after the grievant knew, or could reasonably be expected to have known, of the events or conditions upon which the alleged grievance is based, the grievant or Federation as prescribed by this Article shall submit a written grievance to the appropriate District-designated administrator. A grievance which is not filed in writing by the grievant or Federation within the 20-day time limit cannot be processed.
- 2) The written grievance shall cite the provision(s) of this Agreement that are alleged to have been violated, misapplied, or misinterpreted, and written grievance shall describe in clear and concise language the acts or omissions giving rise to the grievance, the circumstances involved, and the specific remedy sought. If the grievance relates to a decision to nonreelect a first or second contract faculty member as described in Education Code Section 87610.1(b), the grievance shall describe in clear and concise language the violation(s) of the evaluation article that form the basis of the grievance. If the grievance relates to a decision to deny tenure to a contract faculty member serving under his or her third contract, the contract faculty member shall describe in clear and concise language the basis for his or her assertion that the denial of tenure was unreasonable. If a unit member is alleging the improper denial of an additional FSA by the Compton Community College District, then he or she shall describe in clear and concise language the basis for his or her assertion that the denial of the FSA was improper.
- 3) Within ten working days after receipt of the grievance form, the District-designated administrator shall meet informally with the grievant and the Federation representative, if requested by the grievant, and within ten days following the meeting shall provide a written decision to the grievant and the Federation stating the outcome of the informal meeting, the proposed resolution of the grievance, or the reasons for not resolving the grievance.

b Step 2

- 1) If the grievance is not resolved at Step 1, the Grievant may appeal in writing the decision at Step 1 to the District's President/Chief Executive Officer or his or her designee. The appeal shall be made within ten days of the date of the decision at Step 1, and include a copy of the original grievance, the

decision rendered at Step 1, and the reasons for the appeal.

- 2) The President/Chief Executive Officer or his or her designee shall meet with the grievant and his or her representative within ten days of receipt of the Step 2 appeal. Following the meeting, the President/Chief Executive Officer may request additional information or argument from either the grievant and/or his or her representative, as well as from the District designated administrator. Upon receiving the additional information or argument, the President/Chief Executive Officer shall inform the parties that he or she has taken the matter under submission. The President/Chief Executive Officer or his or her designee shall prepare a written decision which shall be forwarded to the grievant and the association within ten days of taking the matter under submission.

c. Step 3 Board of Trustees

- 1) The grievant may appeal the decision of the President/Chief Executive Officer to the Board of Trustees. This appeal shall be made within ten workdays of the receipt of that decision. The appeal shall include a copy of the original grievance, all decisions previously rendered including the reasons therefore, the reasons for the appeal, and the specific remedy sought.
- 2) Within 10 days of receipt of the appeal the Board of Trustees shall determine whether to hear the appeal, or delegate the hearing to a hearing officer. If the Board of Trustees determines to conduct the hearing itself, it shall hold the hearing on the grievance in a closed session within 30 days of receipt of the appeal. In the alternative, the Board of Trustees may delegate the hearing function to a hearing officer who shall prepare a proposed decision. The grievant shall have the opportunity to present his appeal at the hearing. The District shall retain the right to support its decision at this session. A hearing before a hearing officer will be set at the earliest date available on the hearing officer's calendar. The District shall provide 15 days notice of a hearing before a hearing officer.
- 3) The hearing need not be conducted according to technical rules relating to evidence and witnesses, except as provided herein. Any relevant evidence shall be admitted if it is the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rule which might make improper the admission of the evidence over objection in civil actions. However, oral evidence shall be taken only on oath or affirmation.
- 4) Hearsay evidence may be used for the purpose of supplementing or explaining other evidence but over timely objection shall not be sufficient in itself to support a finding unless it would be admissible over objection in civil actions. An objection is timely if made before submission of the case.
- 5) Ten days in advance of the hearing before either the Board of Trustees or the hearing officer both the grievant and/or the Federation, and the District

shall exchange a list of witnesses and a list of exhibits that the party intends to introduce in its case-in- chief. Failure to identify a witness or an exhibit may result in its exclusion at the hearing in the discretion of the Board of Trustees or hearing officer.

- 6) Each party shall have these rights at the hearing: to call and examine witnesses, to introduce exhibits; to cross-examine opposing witnesses on any matter relevant to the issues even though that matter was not covered in the direct examination; to impeach any witness regardless of which party first called him or her to testify; and to rebut the evidence against him or her. If the grievant does not testify in his or her own behalf he or she may be called and examined as if under cross- examination.
- 7) The Board of Trustees shall render a written decision on the grievance, stating the reasons therefore within 15 working days of the closing of the hearing record, or within 15 working days of receiving the proposed decision of the hearing officer. The Board of Trustees may adopt the hearing officer's proposed decision, modify it after reviewing the record, or reject the proposed decision and prepare his or her own decision. The Board of Trustees may also refer the matter back to the hearing officer with instruction for the taking of additional evidence. A copy of this decision shall be given to the grievant and to the Federation.
- 8) The decision of the Board of Trustees shall be final and binding on all parties.
- 9) Grievances arising from alleged violations, misapplication, or misinterpretations of the Non-Discrimination Article of this Agreement shall not be subject to the grievance procedures of this Article. Such allegations shall be subject to the purview of the EEOC or such State and federal agencies as prescribed by law

13.7 FSA GRIEVANCE PROCEDURE

If an individual is denied an additional FSA, the person may request a hearing to challenge the denial as provided for in Education Code Section 87743.3: "any dispute arising from an allegation that a faculty member has been improperly denied an FSA shall be classified and procedurally addressed as a grievance."

An FSA is not deemed denied until the applicant has exhausted the equivalency process through Administrative Regulation 7211.. Minimum Qualifications Guidelines. Only when these procedures have been exhausted and the Human Resources Office has notified the applicant of denial of the FSA may the grievance process be initiated.

Faculty Service Areas

A. A faculty member will be considered "competent" in an FSA if, for that discipline, the faculty member satisfies the state minimum qualifications for hire, including the equivalency through

Administrative Regulation 7211 or holds the appropriate credential.

B. A current employee may petition for recognition of competence in an FSA by filing a petition for such recognition with an Equivalency Committee as described in Administrative Regulation 7211

C. The last day to apply for recognition of an FSA for use in any academic year is February 15th of that academic year.

ARTICLE XIV: WORKLOAD

14.1 STANDARD WORK YEAR

The standard work year for full-time contract, regular faculty members, and non-teaching faculty shall be as it appears in the academic work calendar, subject to the approval of the Board of Trustee.

14.2 STANDARD WORK WEEK

- a. During the course of a standard work week, each full-time contract or regular faculty member shall be on campus or on institutional business a minimum of 33.75 hours per week. Each full-time contract or regular faculty member shall have a minimum of five office hours per week and shall be on campus a minimum of three days per week. Full-time faculty members will be required to fulfill 10 hours per week with professional obligations required under Section 14.7 of the Agreement.

After consultation with the Division Chairs, the District shall schedule classes at its discretion. Faculty members may select their course assignments in consultation with Division Chairs subject to approval of the Dean.

- b. Full-time contract or regular Counseling faculty shall be required to have a workweek of 33.75 hours. 31.25 hours of full-time contract or regular Counseling faculty hours shall be considered scheduled hours which include, but are not limited to, student appointments, Human Development courses, matriculation workshops, classroom presentations, division meetings, recruitment, early alerts and professional development activities that are approved by the Dean of the area.
 - 1) 2.5 hours of full-time contract or regular Counseling faculty hours shall be considered Counseling Preparation Time.
 - 2) Each full-time contract or regular counseling faculty member shall be provided with 30 minutes preparation time prior to the first student appointment of the day, except during official registration periods. Counseling preparation time may include, but is not limited to, counseling, student, and faculty follow-up activities.

- 3) Any full-time contract or regular Counseling faculty member teaching a course as part of their load shall be given preparation time equivalent to that of any other teaching faculty member. (in accordance with APPENDIX [C] TEACHING LOAD PERCENTAGES of the Agreement).

The District and the Federation shall establish procedures and reporting requirements to assure unit member compliance with this Article of the Agreement.

14.3 CLASS SIZE

- a. For the purpose of this section, "restricted classes" shall be defined as, English C1000, C1001, C1002 (currently 102), and classes conducted in classrooms with capacities of fewer than 32 students. Writing Workshop classes shall be limited to a maximum of 15 students in each section. "Non- restricted" classes for the purpose of this section shall be defined as all other classes. Additional students may be enrolled in a restricted class only with written consent of the instructor. The maximum class size for restricted classes shall be 32 students, unless there are fewer than 32 work stations available in a classroom; in such cases, the maximum class size shall be determined by the number of work stations available. The maximum class size for non-restricted classes shall be 67 students.
- b. Work Experience faculty workload shall be distributed as follows:
- 1 lecture hour credit for 1-10 students/class
 - 2 lecture hours credit for 11-20 students/class
 - 3 lecture hours credit for 21 or more students/class
- c. Faculty opting to teach an Independent Study class shall be compensated at their hourly rate for five (5) hours per student not to exceed two (2) students per semester
- d. Full-time contract and regular instructors' classes not cancelled prior to the first day of a semester shall remain open for enrollment until the fourth day following the first meeting of a semester, until the second class meeting of evening classes, until the third day of summer school, or until the second day of winter classes. In reaching a decision regarding the cancellation of a class, the District should consider whether the course is required for a major, to complete a sequence, or to complete graduation or transfer requirements.
- e. Maximum class size may be increased by the District-designated administrator in the best interest of the educational program and with the written consent of the instructor involved. Instructors having classes which have not reached maximum class size limits shall accept students whose classes have been cancelled for enrollment through the second week of instruction. It shall be the goal of each department to maintain at least 30 students per class.
- f. Minimum class size for restricted classes, except for writing workshops, shall be 18 students and minimum class size for unrestricted classes shall be 27 students, except when the Dean of Academic Affairs after consultation with the instructor

and the appropriate division chair, determines, for academic consideration or because only one section of a core course is offered during the day or evening, that a lower number is in the best interest of the educational program.

- g The parties recognize the District's responsibility to offer, periodically, experimental courses, as well as courses necessary for students to complete majors and sequences, and shall meet these responsibilities on an as-needed basis. It is understood that classes in such courses would be offered with fewer than the minimum required. Class sizes shall be limited in accordance with the terms and conditions of this Agreement, District policies, and health, safety, and fire regulations.

14.4 SCHEDULING: FULL-TIME, OVERLOAD AND INTERSESSIONS

- a All full-time contract or regular faculty shall have their full-time contract load schedules set before part-time faculty are employed. After all full-time contract load schedules have been set, full time contract or regular faculty may be assigned an overload assignment of one course not to exceed six hours by the Division Chair subject to the approval of the administrator to whom the Chair reports. Thereafter, remaining courses may be assigned to faculty at the District's discretion and additional hours may be authorized by the administrator. Where there is only one faculty member teaching in a discipline, the District shall have the discretion, after consultation with the Division Chair, to make all overload assignments to less senior faculty members or part-time faculty members rather than to the regular faculty member. This discretionary action shall not preclude the faculty member from having an overload assignment. The District retains the discretion to not re-employ a temporary employee as provided in Education Code Sections 87665 and 87742.
- b The part-time faculty shall be scheduled in accordance with the procedures in Article 14.9 of the Agreement after all full-time load schedules have been set; the District may employ a part-time faculty member up to 67% of a full-time load assignment.
- c A faculty member who wishes to teach in an area other than their primary FSA may be assigned classes at the discretion of the District.
- d Non-teaching faculty teaching an overload shall be assigned to classes on the basis of discipline seniority unless otherwise determined by the District-designated administrator.
- e If an faculty member's overload class is cancelled due to low enrollment, the full-time faculty member cannot bump a part-time instructor to maintain an overload assignment.
- f The District may assign a faculty member to special assignment in lieu of a regular assignment as set forth in Article 9.2c. In the event that a faculty member's classes are cancelled and a full load is not met, the District may assign the faculty member to a special assignment or to load balancing. Special assignments may include, but are not limited to:

- 1) Curriculum development
- 2) Program review
- 3) Marketing/recruitment
- 4) Off-site supervision
- 5) Fund development
- 6) Tutoring
- 7) Student Learning Outcomes

14.5 INTERSESSIONS, EXTRA PAY TEACHING ASSIGNMENTS

- a. Each academic year, the District-designated administrator shall prepare and submit to the Division Chairs and the instructional areas a tentative list of courses to be taught during the following winter and summer intersession. Faculty members who desire to teach during the intersession shall submit their request for intersession teaching assignments in writing to the appropriate division chair. Full time contract and regular faculty shall be given first choice to select teaching assignments not to exceed six hours unless prior approval for additional hours has been given by the District-designated administrator after consultation with the Division Chair. For each of the remaining courses, first consideration shall be given to the faculty member with the most teaching experience for that course within the past three years in which the course was offered at Compton College. The District retains the discretion to not re-employ a temporary employee as provided in Education Code Sections 87665 and 87742.
- b. Non-teaching faculty teaching summer sessions shall be assigned to classes on the basis of discipline seniority.
- c. Selection process for intersession counseling hours: By November 1 of each academic year, the Vice President of Student Services or designee shall prepare a list of counseling hours to be offered to full-time and part-time counselors for the winter, spring break and the summer intersessions. The District will determine the total number of counseling hours to be offered for each intersession, and the maximum number of counseling hours that will be offered to each individual counselor for each intersession. Full-time and part-time counselors will be given an opportunity to select counseling hours, according to the following procedures:
- d.
 1. Selection of intersession hours by full-time counselors shall proceed in one round according to District seniority as defined in Article 19.1 of the Agreement, with the most senior full-time counselor being afforded the first opportunity to select. Each full-time counselor will be given an opportunity to select counseling hours up to the maximum number of hours to be offered per intersession according to District Seniority. Once a full-time counselor has finished their selection, the remaining counseling hours shall be available for selection by the next full-time counselor, in order of District Seniority. The process will continue until all full-time counselors have been afforded an opportunity to select general counseling hours.
- e.
 2. Full-time counselors who work in a specially funded program (Adult Education, CalWORKs, EOPS/CARE, First Year Experience Program, Guided

Pathways, Strong Workforce, etc.), will only be offered hours to work in general counseling if their program does not offer full-time counselors the maximum number of hours during the intersession. If a full-time counselor assigned to a specially funded program is not offered the maximum number of hours, they will be offered the balance of general counseling hours to reach the maximum number of hours per individual counselor allowed for the intersession, as determined by the District.

- f. 3. After all full-time counselors have been offered intersession hours, the remaining counseling hours will be offered to part-time counselors according to the factors to be considered for assignment and retention of part-time faculty as identified in Article 14.9.2, including, but not limited to, seniority as described in Article 14.9.1.
- g. 4. After counseling hours have been offered to full-time counselors according to District Seniority and to part-time counselors according to Article 14.9.2, if there are hours remaining, the District will determine the new maximum number of counseling hours. The remaining hours will be offered to counselors following the process stated in sections 1, 2, and 3.
- h. 5. Selection of hours will be completed by November 15 for winter intersession, on March 15 for spring break, and by April 1 for summer sessions.
- i. 6. General counseling daily hours offered during the intersession shall be determined by the District and shall be equal in length of time (i.e. the boxes of hours on the intersession schedule). The maximum number of hours a counselor can work per day during intersession is 6 hours.

14.6 LOAD BALANCING

If a full-time contract or regular faculty member is assigned a load greater or less than that considered a full load for a given semester because of special needs of the District, the instructor's load will be adjusted during subsequent semesters so that over a four- semester period (two semesters in the case of a first-year teacher,) the average load will be 15 lecture hours or the equivalent per semester. For faculty who are under-loaded, they may elect to complete their load in the winter or summer terms with advanced approval of the Division Dean. The load will be calculated by the percentage method as stated in the formula:

Lecture	Laboratory	Noncredit
C	A	D
15	20	25

The course designations of A, C and D used in the formula immediately above are those currently in use at Compton College, and the designation for these courses shall remain operative for the duration of the Agreement.

14.7 PROFESSIONAL OBLIGATIONS

- a. It is mutually understood that the total workload of all contract and regular teaching faculty shall include these professional obligations:
 - 1) classroom instruction
 - 2) preparation time
 - 3) office hours
 - 4) committee assignments (which may include accreditation)
 - 5) student club sponsorship
 - 6) student learning outcomes
 - 7) evaluation committees
 - 8) program review
 - 9) faculty advisement during registration
 - 10) recruitment
 - 11) curriculum review and development
- b. Non-teaching faculty professional obligations shall include the following:
 - 1) committee assignments (which may include accreditation)
 - 2) student club sponsorship,
 - 3) student learning outcomes
 - 4) evaluation committees
 - 5) recruitment
 - 6) program review

14.8 PREPARATIONS

- a. Unless otherwise required by the appropriate administrator, no more than three different preparations per semester may be required of any instructor. Each division shall establish and/or maintain its established class selection policy, subject to approval by the appropriate administrator. Any changes in a full-time instructor's instructional program shall not occur until after consultation with the full-time instructor.
- b. Prior consultation shall consist of the Division Chairs informing the full-time instructor of the proposed schedule change and the reasons for the change and discussing the alternatives with the full-time instructor. The decision from this consultation shall be reached within three working days.
- c. Tentative class assignments should be presented in writing to part-time instructors one calendar month before the beginning of the term to which the instructor is assigned. All part-time assignments are tentative and subject to change or cancellation, due to the changes in course offerings, the need to complete the load of full-time instructors, or to low enrollment.
- d. "Bumping" of a part-time instructor by a full-time faculty member shall not remove a part-time instructor from the eligibility list and shall not affect the accumulated sick leave of the part-time instructor.

14.9 PART-TIME EMPLOYMENT

14.9.1 SENIORITY LISTS: Each Division or similar unit that employs part-time faculty unit members shall establish a Part-Time Seniority List based on the first date of employment with the District in the discipline. Faculty unit members who have retired and then return to the District to work on a part-time basis within 24 months from their retirement date shall have their original date of employment in the District honored on the Part-Time Seniority List.

149.1a Each semester/session, part-time faculty unit members who are currently employed may file a Schedule of Availability Form to request an assignment for an upcoming semester/session, Schedule Availability Forms shall be sent to part-time faculty unit members by the Division Chair or Dean and shall be available in the Division Office. The deadline date(s) that such forms must be received in the Division Office or via email shall be set by the Division Chair or Dean for each semester/session.

149.1b Part-Time Seniority Lists shall be updated each semester/session by the Division Chair and Dean, in consultation with the Human Resources Department, with new names and start dates that are added to the Lists. Copies of the Lists shall be made available to faculty unit members who make such a request. In addition, a copy of the Seniority List shall be forwarded to the Federation and received and confirmed by Human Resources by the date of the fall and spring first census and copies shall be made available in the Division Offices

149.1c If a break in service exceeds (3) semesters, then the person's name is to be removed from the Seniority List. If a part-time faculty unit member requests, but is not given an assignment, it shall not constitute a break in service. Part-time faculty unit members shall be removed from the Seniority List for any of the following reasons:

- a) Declining three (3) offers of full semesters of employment in a row
- b) Advising the Division in writing that they are no longer available for part-time employment
- c) Receiving two (2) consecutive overall "unsatisfactory" or "needs improvement" evaluations from two (2) separate evaluators/teams.

149.1d Part-time faculty unit members who are being removed from the Seniority List shall be notified in writing by the Division Chair or Dean and may request a conference with the Division Chair or Dean and may be accompanied by a Federation representative.

14.9.2 **ASSIGNMENT AND RETENTION**: Among the factors considered in determining retention and all assignments, including additional assignments that become available, are seniority, as described in 14.9.1., relative experience/expertise and program needs.

1492a Factors, in no priority order, to be considered in addressing relative experience/expertise include:

- General teaching experience in the discipline including other institutions;
- Skills and experience in specialized areas;
- Level of education/academic preparation; and
- Previous performance record (satisfactory or better) and adherence to District Rules and Regulations

1492b Factors, in no priority order, to be considered in addressing relative program needs include:

- Employee qualifications and ability to carry out the assignment;
- Expertise and/or demonstrated practical experience in the specific requirements of the assignment;
- Employee availability at needed time;

1492c Subject to 14.9.2.h below, when feasible, as determined by the Dean, each College Division shall make reasonable efforts to provide part-time faculty with the same or similar faculty load as in the previous term if the part-time faculty unit has been given assignment for six (6) semesters with no negative evaluations.

1492d If a reduction in assignment is required, the appropriate administrator, in consultation with the Division Chair, shall discuss the reasons for the reduction with the part-time faculty member. If requested by the affected part-time faculty member, the appropriate administrator shall provide written confirmation of such reduction including the specific reason(s) for the reductions to the part-time faculty unit member.

1492e Subject to 14.9.2.h below, if, during any semester/session, there are more part-time faculty unit members than there are available assignments, and if all of the criteria for determining assignments as defined in 14.9.2.a and 14.9.2.b above have been met and are comparable between these faculty unit members to the satisfaction of the appropriate administrator, then the remaining available assignments shall be offered to those part-time faculty unit members based on seniority as described in 14.9.1, with the most senior being offered at least the same faculty load as in the previous term, if feasible.

- 1492f The appropriate administrator shall provide all part-time faculty a document to request assignments and loads for each subsequent semester/session prior to the finalization of the class schedule. When administratively feasible, part-time faculty unit members should be notified of their proposed assignments six (6) weeks prior to the beginning of the assignment. If the assignments and load requests are denied, the faculty member may submit a written request to the appropriate administrator who shall provide in writing the reasons for the denial.
- 1492g A part-time faculty member whose assignment is reduced (e.g. class canceled due to financial exigency or low enrollment) within one week prior to the beginning of that assignment may not claim seniority as a reason to be reassigned in place of a less senior part-time faculty member provided that the less senior part-time faculty member had already been given an assignment prior to the one-week period. However, seniority remains a factor to be considered whenever new or unstaffed assignments become available. A part-time faculty member whose assignment is reduced under this section shall not lose seniority or accumulated sick leave.
- 1492h Notwithstanding the provisions under sections 14.9.1 through 14.9.2 above, full-time faculty unit members (based on full-time seniority) shall be given the first opportunity to take any overload assignments once they have reached the maximum number of overload units (six hours) as described in Article 14.4 in this Agreement. The order of selection for assignment for full-time faculty unit members shall be based on applicable provisions in Article XIV in this Agreement. Except for exigent circumstances, no full-time faculty unit member shall receive a combined total of overload assignments to exceed 40 percent load, regardless of the assignment (i.e., teaching, counseling, release time assignment, etc.). The remaining assignments shall then be offered to part-time faculty unit members based on the criteria set forth in sections 14.9.2, 14.9.a, 14.9.2.b, and 14.9.2.f once their faculty load request is met (not to exceed 67% of full-time or as prescribed by law).

ARTICLE XV: CALENDAR

- 15.1** Full-time contract or regular faculty members shall serve a maximum of 175 instructional days, plus two non-instructional days for each academic year of this Agreement. The two non-instructional days shall be orientation and commencement. There will also be one non-teaching day during which no instruction or District/faculty activities shall be scheduled, which shall take place on Cesar Chavez Day

- 15.2** If an unforeseen natural disaster or emergency occurs which results in school not being held, faculty members shall make up the lost number of instructional days to meet the 175-day calendar at no additional remuneration. If such missed days are forgiven by the County and/or state governments, faculty members are not required to provide any additional days without remuneration.
- 15.3** Instructional calendars shall be negotiated, and such negotiations shall take place no later than 30 calendar days before submission to the Board of Trustees.
- a. The Academic Calendar shall include a new faculty Orientation Day for both full-time and part-time faculty. The Federation shall have 30 minutes to present to full-time faculty and part-time faculty. During this presentation, the Federation shall be allowed to present written materials, including a membership authorization form. The Federation presentation shall be included on the District's orientation agenda. No representatives from management or staff shall be present during the Federation's presentation.
- 15.4** Each full-time faculty member is responsible for 24 hours of professional development each academic year. Hours may not be carried over from year-to-year. A total of 12 hours shall be identified for Mandatory Flex (faculty development) in the academic calendar of which one (1) day shall be offered the week prior to the start of fall term and one (1) day shall be offered the week prior to the start of spring term. Furthermore, a total of 12 hours shall be identified as variable Flex (faculty development) to be completed at a time determined by the faculty member.
- a. Each full-time faculty member shall be required to attend six (6) hours of scheduled Flex activity each semester at the College. Failure to comply shall result in the unit member's salary being docked the number of hours out of compliance with this section. Any request for excuse shall be submitted at least three (3) working days in advance, except in the case of illness or unanticipated emergency. This shall apply only to mandatory Flex activities. Part-time faculty attendance and participation in Flex day activities are voluntary.
- b. Faculty members attending the scheduled two-hour afternoon sessions for division meeting and division activities on Mandatory Flex Day shall receive Flex credit for the time of attendance.
- c. Part-time faculty may complete up to 3 hours of professional development per primary term, compensated at their hourly rate at the end of that term after submission of Flex credit receipts through the professional development reporting platform.
- d. All District and Academic Senate approved workshops and faculty development programs given during Flex days shall constitute appropriate Flex credit.
- e. Faculty members shall receive Flex credit during the academic year for participation in District and Academic Senate approved workshops and for attendance at District and Academic Senate approved conferences. Discrepancies in the reported hours shall be rectified through submission of Flex credit receipts in the professional development reporting platform.

- f. As a matter of professionalism, all full-time faculty members are expected to complete the required 24 hours and submit any Flex credit receipts acquired during the year to the professional development reporting platform.

ARTICLE XVI: HOLIDAYS

- 16.1** Holidays for members of the bargaining unit shall be as they appear in the Instructional Calendar.
- 16.2** Any day declared by the President of the United States as a public fast, thanksgiving, or holiday, or any day declared a school holiday by the governor of the state or the Governing Board of the District under state law, shall be a holiday for all members of the bargaining unit. The college shall remain in session on all special or limited holidays appointed by the President or the governor of the state.
- 16.3** When a holiday falls on a Sunday, the workday immediately following shall be deemed to be a holiday in lieu of the day observed. When a holiday falls on a Saturday, the workday immediately preceding shall be deemed to be the holiday in lieu of the day observed.
- 16.4** Should a holiday, or any other day designated by the Governing Board of the District as a public holiday, occur while an employee is absent from work because of sick leave or any other paid leave of absence, the holiday shall be considered as time worked and shall not be deducted from the employee's other paid leaves of absence.

ARTICLE XVII: COMPENSATION

17.1 FULL-TIME SALARY

For the 2022-2023 fiscal year, the faculty salary schedule shall be increased by 6%, effective July 1, 2022.

For the 2023-2024 fiscal year, the faculty salary schedule shall be increased by 3%, effective July 1, 2023.

For the 2024-2025 fiscal year, the faculty salary schedule shall be increased by 2%, effective July 1, 2024

Beginning July 1, 2023, all full-time faculty who possess a doctoral degree will receive a stipend of \$1000 annually from the District.

17.2 YEARLY STIPENDS:

- Band Director \$1500
- Forensics Coach \$1500
- Drama Coach \$1500
- Choir Director \$1500
- Associate Head Football Coach (2) \$5000 (\$1250 Out of Season*)
- Men's Basketball \$5000 (\$1250 Out of Season*)
- Women's Basketball \$5000 (\$1250 Out of Season*)
- Baseball \$5000 (\$1250 Out of Season*)
- Men's Soccer \$5000 (\$1250 Out of Season*)
- Women's Soccer \$5000 (\$1250 Out of Season*)
- Badminton \$5000 (\$1250 Out of Season*)
- Track & Field \$5000 (\$1250 Out of Season*)
- Cross Country \$5000 (\$1250 Out of Season*)
- Volleyball \$5000 (\$1250 Out of Season*)
- eSports \$5000 (\$1250 Out of season*)

* Out of Season stipend is for new student recruitment and matriculation.

- In the event an athletic sport is cancelled before the start of the season due to lack of student participation, the affected athletic coach shall not receive the in-season stipend. This will not affect out-of-season stipends.
- In the event a new athletic sport is added to the roster during the life of this Agreement, the respective coach will receive a \$5000 stipend during the season and \$1250 Out of Season.
- The Band Director, Forensic Coach, Drama Coach, and Choir Director are required to fulfill the duties and responsibilities outlined in their job description to receive their yearly stipend.
- Because the boards governing Registered and Licensed Vocational Nursing programs require significant additions to the standard work year, nursing faculty shall receive a pro-rata stipend of their regular salary for the additional weeks required for their programs. Full-time nurses shall receive an annual \$5,000 stipend to help defray the costs of their uniforms, malpractice insurance, travel to hospital sites and license renewal.

17.3 PAY WARRANT ERRORS

Any error resulting in less than full pay for a unit member shall be corrected and a supplemental warrant shall be issued within 10 workdays after receipt of necessary documentation in the Business Office.

Any deduction from a unit member's pay warrant made necessary as a result of an overpayment shall be made as follows: the District shall notify the unit member 10 workdays prior to making such deduction of the intent to make the deduction and the basis for making the deduction. The unit member shall have five workdays to provide proof that

no overpayment was made.

17.4 SALARY SCHEDULES

Salary placement of faculty on full and part-time/overload salary schedules will be processed by the Office of Human Resources (see Appendix D & E)

17.5 PART-TIME/OVERLOAD SALARY SCHEDULE

For the 2022-2023 fiscal year, the part-time faculty salary scheduled shall be increased 6%, effective July 1, 2022.

For the 2023-2024 fiscal year, the part-time faculty salary schedule shall be increased 3%, effective July 1, 2023.

For the 2024-2025 fiscal year, the part-time faculty salary schedule shall be increased 5% effective July 1, 2024.

Beginning July 1, 2024, all adjunct faculty who possess a doctoral degree will qualify to receive a doctoral stipend at the end of the Fall and Spring semesters, in the amount of \$500 multiplied by their load percentage (not to exceed 100%) for that semester (e.g. an adjunct faculty teaching 6 units, equating to 40%, would receive a \$200 stipend).

17.6 SALARY REGULATIONS

- a Beginning July 1, 2025, the maximum initial salary placement for District full-time faculty shall be Step 11 of the new salary schedule except that initial placement on steps 12 through 15 shall be authorized based on verified teaching, counseling, or library experience, as applicable (referred to collectively for purposes of Article 17.6 as “experience”).
- b Rules pertaining to class and step placement on the Academic Faculty Salary Schedule:
 - 1) To count towards class placement, a unit member's educational degree must be directly related to the discipline in which the faculty member is assigned to teach. However, a faculty member's additional semester units may count towards class placement, even if they are not directly related to the discipline in which the faculty member is assigned to teach, provided that at least two thirds of the unit member's additional semester units are directly related to the discipline in which the faculty member is assigned to teach.
 - 2) To receive credit for salary schedule class placement for a given academic year, unit members must provide the District with all required information and documentation in a manner acceptable to the District. By no later than July 1, an unofficial transcript must be submitted, and by August 15, the official transcript must be submitted. Otherwise, the increase will be delayed until the following semester.

- 3) To count towards salary schedule placement, degrees, semester units and teaching experience must be from a duly accredited college or university. accredited by the WASC Senior College and University Commission (“WASC”), the Accrediting Commission for Community and Junior Colleges (“ACCJC”), or by another accrediting body recognized by the U.S. Department of Education or the Counsel of Regional Accrediting Commissions. The District shall have the discretion to accept units for the salary increase based on criteria in 1, 2 and 3.
 - 4) The District's determination of whether the units and the degree are directly related is final and binding based on criteria in 1, 2, and 3.
 - 5) All courses must be upper division to count, unless prior approval is obtained.
- c. The following rules shall apply to determine whether experience counts towards salary schedule placement:
- 1) One year of experience shall be granted for each year of experience which meets one of the following criteria:
 - 2) Nursing faculty may use clinical experience in lieu of experience for placement on the salary schedule.
 - a) The experience was full-time experience for a period of at least 75% of the days the institution was in regular session.
 - b) The experience was on a part-time or hourly basis, in which case one year of experience shall be granted for each 30 semester units of college- level teaching or 1,080 hours of college level academic non-teaching work performed or f(4) below.
 - c) No more than one year of experience shall be granted for assignments which occur in a single college year.
 - 3) Summer sessions, continuing education, adult education, military and practice teaching, regardless of the nature or amount, will not be counted as experience for purposes of placement on the salary schedule.
 - 4) Verification of prior employment must be submitted to the Office of Human Resources no later than ten (10) days after the commencement of service.
 - d) Vocational areas: refer to “Minimum Qualifications for Faculty and Administrators Handbook” published by the California Community Colleges Chancellor’s Office.
 - e) The following regulations apply to placement on the Academic and Vocational Faculty Salary Schedules:

- 1) Schedule placement shall be made once per year. Placement on appropriate schedule shall be determined by a majority of the assignment.
- 2) Units or degrees must be verified by an official transcript.
- 3) August 15 is the deadline for acceptance of official transcripts and qualifications for movement on the salary schedule.
- 4) Full-time faculty with previous part-time experience shall be placed on the salary schedule in accordance with their STRS credit, PERS credit, or credit from an equivalent pension system in another state, with a maximum placement on Step 15.

CERTIFICATED SALARY

The following information is to be printed on the back of the Academic Faculty Salary Schedule.

The following regulations apply to the “Academic Faculty Salary Schedule”:

Academic Placement

Class I	Bachelor's Degree
Class II	Master's Degree
Class III	Master's Degree with a total of 48 units above the Bachelor's Degree
Class IV	Master's Degree with a total of 66 units above the Bachelor's Degree
Class V	Master's Degree with a total of 84 units above the Bachelor's Degree
Class VI	Master's Degree with a total of 102 units above the Bachelor's Degree or earned Doctorate.

- a Initial placement at Step 11 at the appropriate column. Maximum initial placement at Step 15. Placement on steps 12 through 15 are based on actual years of full time faculty experience.
- b At the District’s discretion, eminence related to the faculty assignment may be granted for salary placement up to the maximum placement level allowed by this Agreement.
- c Step advancements are awarded only after service for a complete academic year, i.e., service for the entire period between August 1 and the end of the academic year.
- d Salary credit shall not be granted for units or degrees unless they are earned at a college or university accredited by any of the six nationally recognized accreditation commissions.
- e Class advancements are limited to one per year.

- f Units beyond the BA/S shall not count for salary schedule placement credit until the MA is attained.

The following regulations apply to the Vocational Faculty Salary Schedule

	<u>Vocational Placement</u>
MQ	Minimum Qualifications
Class I	AA/S + 6 years work experience in the area being taught (AA/S MQ)
Class II	AA MQ + 30 units
Class III	AA/S MQ + 45 units
Class IV	AA/S MQ + 60 units or BA/S + 2 years work experience in area taught (BA/S MQ)
Class V	AA/S MQ + 75 units or BA/S MQ + 15 units
Class VI	AA/S MQ + 90 units or BA/S MQ + 30 units or MA/S degree

- a. Initial placement at Step 11 at the appropriate column. Maximum initial placement at Step 15. Placement on Steps 12 through 15 are based upon actual years of full time faculty or work experience.
- b. Step advancement is awarded only after service for a complete academic year, i.e., service for the entire period between August 1 and the end of the academic year.
- c. Salary credit shall not be granted for units or degrees unless they are earned at a college or university accredited by any of the six nationally recognized accreditation commissions, and in the case of Real Estate, accredited by the State Department of Education. For other vocational areas requiring licenses or certification by the appropriate agency, salary credit will be granted upon verification of current certification.
- d. At the District's discretion, experience related to the teaching assignment may be granted for salary placement up to the maximum placement level allowed by this Agreement.
- e. Class advancements are limited to one per year.

17.7 DISTRICT HEALTH & WELFARE COVERAGE AND PAYMENT

The District shall increase the annual health benefit contribution to \$15,000 (effective July 1, 2022) and to \$17,000 (effective July 1, 2024) for full-time eligible unit members for District medical, dental, and vision insurance. Any excess costs in each contract year shall be paid by the unit member. In the event a unit member selects less than a full benefit package (medical, dental and vision, and waives the health package) the difference shall be applied by the District towards a tax shelter annuity or similar use, the total amount of which shall not exceed \$7000. To be eligible to waive health insurance the employee must, at the time he or she first enrolls in the benefit program or during a subsequent open enrollment period, provide proof that he or she is covered by health insurance that is substantially the same as, or better than, the coverage available through the District.

- 1) No unit member shall be entitled to utilize any portion of the District contribution for tax-sheltered annuities or for any purpose during each contract year other than for payment for health insurance coverage, unless the unit member first provides proof of coverage equal to the coverage available through the District. Such coverage shall remain in force and shall include the effective dates of such coverage and the nature and extent of coverage. The unit member shall immediately notify the District if the health insurance coverage is cancelled or lapses.
- 2) The District shall have the right to substitute health care providers or insurance during the term of Agreement, provided that such coverage is substantially similar to the current provider's coverage. Such changes shall occur prior to the sign-up periods. The Health Benefits Committee shall make recommendations to the District who shall give serious consideration to these recommendations from the Health Benefits Committee prior to making a decision to change existing coverage. The District shall notify the members of the Health Benefits Committee and the Federation 90 days prior to making a change in health care providers
- 3) The District shall offer to each full-time member the opportunity to participate in any or all of the following health and welfare programs as recommended by the Insurance Committee:
 - a) Group medical insurance (b) Income protection plan (c) Group life insurance
 - b) Dental insurance
 - c) Group accident insurance
 - d) Group vision care
 - e) Tax sheltered annuities
 - f) IRC Section 125 Flexible Benefits Plan
- 4) The District shall provide an IRC Section 125 Flexible Benefits Plan for all employees of the District and shall ensure that all payments into the plan are made prior to taxes and are made within the required time limits of the plan. The District shall remit all faculty authorized payments to the administrator of the plan.
- 5) The District shall provide a long-term disability plan for full-time faculty in lieu of a sick leave bank.
- 6) The District shall provide each full-time member of the bargaining unit a \$50,000 term life insurance policy with amounts limited by age as determined by the insurance carrier. Any employee who retires from the District with 20 or more years of service to the District may elect to continue this policy in effect by paying the full premiums directly to the District at

the same rate as the District pays for active employees, subject to the approval of the life insurance provider. The section shall not be applicable to unit members hired by the District on or after June 30, 2014.

Any tax liability resulting from the issuance or maintenance of this policy to a qualified employee shall be the responsibility of that employee and the union shall hold the District harmless in this manner.

The policy shall take effect on each fiscal year, subject to approval of the carrier selected by the District.

- 7) The District shall provide to each full-time faculty member a long term care policy, with premiums to be paid by the District. The policy will take effect each fiscal year subject to approval of the carrier by the District.
- 8) Should the administrative staff or any other bargaining unit receive a dollar increase in the cafeteria fringe benefit package during the term of the Agreement, the full-time faculty shall receive the same dollar increase, effective immediately.

PART TIME FACULTY

- a. The District shall offer to part-time faculty one of the following options:
 - 1) Membership in STRS
 - 2) Social Security
- b. The District shall contribute a total aggregate amount of \$50,000 annually towards the cost of medical insurance, exclusive of vision and dental insurance, for eligible part-time faculty members not insured for medical coverage through a spouse or other employment. The excess costs for a medical benefit package selected by an eligible part-time faculty member shall be paid by the unit member through payroll deduction.
 - 1) In accordance with Education Code sections 87860 et. seq., the part-time faculty member must be working at least 40% of a full-time load for two consecutive semesters, assigned at least 40% of a full-time load for a third consecutive semester, and have been evaluated and received a satisfactory evaluation. However, the District's failure to evaluate a part-time faculty member shall not preclude the member's eligibility for medical insurance.
 - 2) The employee must commit to the health care coverage for a period of one year, and must sign up during the regular fringe benefits sign-up period.
 - 3) The District shall notify the Chancellor's Office of eligible employees in accordance with current statutes, and shall apply for the allowable reimbursement of 50% of the cost of the health care coverage from the state at the end of the sign-up period.
 - 4) If the employee leaves the District during the year, the employee shall reimburse the District for 50% of the balance of the coverage for the period of time that the employee is not employed by the District.

- 5) An eligible employee whose class is cancelled and thereby falls below the 40% FTE shall remain eligible for health care coverage.
- 6) This benefit will be provided to eligible part-time faculty members only in a given year in which State reimbursement for a portion of such health care costs is provided.
- 7) The part-time faculty member may purchase dental and/or vision coverage for himself/herself through the plans offered by the District.

17.8 PART-TIME OFFICE HOURS

Each part-time faculty member assigned to teaching duties shall maintain 30 minutes of office hours per class per week and be compensated at their hourly rate. Office hours shall be held in the same modality as the class and at times/locations convenient to the students in the class. The faculty member shall inform their students of the time and place of the office hours by including the schedule in the syllabus for each class that is part of their assignment.

17.9 PART-TIME AND OVERLOAD FACULTY

Effective 07/01/2016

- a. Initial placement of part-time unit members will be based upon faculty experience.

0-1	Years of faculty experience	Step 1
2	Years of faculty experience	Step 2
3	Years of faculty experience	Step 3
4 or more	Years of faculty experience	Step 4

- b. The District shall pay part-time unit members in accordance with the part-time faculty salary schedule.
- c. The District shall pay full-time bargaining unit members for overload, summer and winter assignments in accordance with the part-time/overload schedule.

17.10 RETIREES' COVERAGE

- a. Members of the bargaining unit who retire during the term of the Agreement and who have a combination of at least 20 years of full and part-time service at the Compton Community College District shall be permitted to continue with the District's health plan with premiums to be paid by the District, in an amount not to exceed the maximum District contribution for full-time faculty in each fiscal year of the Agreement. Each retiree must apply for Medicare and/or MediCal when he/she becomes eligible for such coverage and such coverage shall be the primary insurance. This section shall not be applicable to unit members hired on or after June 30, 2014.
- b. Members of the bargaining unit who retire during the term of the Agreement and who have at least five years of full-time service at the Compton Community College District shall be permitted to continue with the District's health plan with premiums to be paid by the retiree.

- c. Upon application for retirement, all faculty members eligible for continued health benefits shall certify annually, on a District-provided form, the status of their Medicare and MediCal eligibility.
- d. District-paid medical insurance for retirees shall become effective on the first of the month following the month of retirement. Employees are not eligible for District- paid medical insurance until the first month after the faculty member's 55th birthday.
- e. Members of the bargaining unit who retire during the term of this Agreement and who have a combination of at least 20 years of full and part-time service at the Compton Community College District shall be permitted to include coverage of a spouse or domestic partner provided that coverage is available from the District's providers. A domestic partner of a retiree qualifies for a District-provided health plan coverage if he/she established a domestic partnership with the retiree pursuant to Division 2.5 of the Family Code and provides a copy of the Declaration of Domestic Partnership to the District.

17.11 EMPLOYEE ASSISTANCE PROGRAM

The District shall continue to participate in the current Employee Assistance Program for the duration of the Agreement, so long as such a program is available and cost effective. An employee's use of this program shall remain confidential.

17.12 FACULTY EMERITI

Faculty who have retired from the District with 20 or more years of combined full and part-time experience shall be designated Emeriti.

- a. Those Emeriti faculty who serve as adjunct faculty shall receive an identification card denoting their Emeritus status and business cards upon request.
- b. Those Emeriti faculty who serve as adjunct faculty shall receive shared office space.
- c. The District will provide access to computers, telephones and email to conduct college business for those Emeriti who serve as adjunct faculty.
- d. The District shall provide a campus parking permit to the Emeriti who serve as adjunct faculty.
- e. Each Emeritus faculty member shall be granted library privileges.
- f. Retirees shall be eligible to attend campus committee meetings as non-voting members if they are currently serving as adjunct professors.

ARTICLE XVIII: NON DISCRIMINATION

The District and the Federation agree not to discriminate unlawfully against any faculty member on the basis of race, color, creed national origin, religion, gender, age, sexual orientation, political beliefs, political activities, political affiliation, marital status, or physical disability.

ARTICLE XIX: SENIORITY

- 19.1** District seniority shall be the seniority established by state law. District seniority shall date from the date upon which the faculty member first rendered paid service to the District, provided that such service has been continuous except for authorized leaves.
- 19.2** Discipline seniority is based upon the date of assignment to a discipline or teaching area. This date may or may not coincide with the date of hire into the District.
- 19.3** The District shall develop a seniority list of full-time faculty reflecting their length of paid service to the District. This list will be made available to the appropriate administrative offices and the Federation, upon request.

ARTICLE XX: SAFETY

- 20.1** Safety is a primary concern of the District and the Federation.
- 20.2** The District agrees to comply with all standards prescribed by applicable federal, state, and local laws and regulations affecting safety, and the District agrees to provide and maintain safe working conditions and equipment on property where District programs are conducted.
- 20.3** A member of the bargaining unit who notices an unsafe condition shall report the condition as soon as possible to the District Administration.
- 20.4** Upon receipt of such report, the District shall investigate the unsafe condition in a timely manner and shall supply a report of the investigation and the proposed remedy to the Federation.

ARTICLE XXI: SEPARABILITY AND SAVINGS

- 21.1** If any provision(s) of this Agreement is held invalid by a court of other tribunal of competent jurisdiction, such provision(s) shall be inoperative, but all other provisions shall not be affected thereby and shall continue in full force and effect.
- 21.2** The parties agree to enter into negotiations for the revision of this Agreement with respect to any provision(s) that become invalid by reason of such court action.

ARTICLE XXII: DISTANCE LEARNING AND ONLINE COURSES

22.1 Definitions:

For the purpose of this Article, according to Title 5, Section 55200 of the California Code of Regulations, "distance education" means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Additionally, distance education is an approach to learning where instruction takes place outside of the traditional classroom

setting. Instead of teaching face-to-face, instructors use electronic delivery methods to develop and furnish content for instruction and regular, substantive and effective interaction with students. Within distance education there are three standard types of courses known as online, hybrid (this includes, but is not limited to, scheduling an online class with in-person proctored exams), and emergency fully online by mutual agreement (EFOMA). Web enhanced courses, flipped classrooms and correspondence courses do not fall under the distance education classification.

22.2 Purpose:

Distance education provides educational access to students for whom traditional on-site education is inaccessible or limited. The same standards of course quality shall be applied to distance education courses. Responsibility for instructional quality and control shall rest with the faculty and shall be verified through the evaluation process by students, faculty peers, academic administrators, and self-evaluation, in accordance with the Faculty Evaluation Article contained in this Agreement. All courses offered through distance education shall receive both department and curriculum committee approval.

The number of students assigned to any one distance education course shall be consistent with the class size maximum (See Article 14.3) set for regular course sections (including restricted classes) in that discipline or 37 students (35 for Spring 2026; 36 for Fall 2026; 37 starting Spring 2027), whichever is less, except where Article 23.2.A (Large Distance Education Stipends) applies. Per state laws, enrolled students shall have reasonable and adequate access to the range of services appropriate to support their learning in distance education courses.

A. Large Class Distance Education Stipends

1. Faculty may elect in writing and subject to approval by the Division Dean to teach one (1) distance education course above the class size limit per semester/term (fall, winter, spring, summer) (calculated at census and then adjusted for no-show drops), for which the instructor shall receive a large class stipend, as follows:
 - a) If the large class has an enrollment of 50 to 59 at census (or the appropriate apportionment date), the instructor will receive a Large Class Stipend of \$250 per Standard Hour for that semester or academic term.
 - b) If the large class has an enrollment of 60 to 69 at census (or the appropriate apportionment date), the instructor will receive a Large Class Stipend of \$500 per Standard Hour for that semester or academic term.
 - c) If the large class has an enrollment of 70 to 80 at census (or the appropriate apportionment date), the instructor will receive a Large Class Stipend of \$750 per Standard Hour for that semester or academic term.
2. Any large class still counts as one class for purposes for calculating load and the 67% limit for adjunct faculty.
3. A Standard Hour is calculated by taking the total hours of lecture, activity, and lab and dividing by 18. For example, a 54-hour class is 3 Standard Hours. 1.
4. Before a large course is approved within a discipline, it will be assured that full-

time faculty have made their full load and each DE certified faculty member on the seniority list is offered an assignment

22.3 Online Instruction and Support

A. Developing Course Materials for Online Readiness

1. The Distance Education Department will provide online and hybrid faculty with template resources listed in the Distance Education Handbook as approved by the Academic Senate, reviewed by the President/CEO and reviewed and approved by the Board of Trustees in accordance with the MOU between the District and Federation dated December 10, 2020, signed December 16 & 17, 2020, and approved by the Board of Trustees on January 19, 2021 (hereafter “Distance Education Handbook”) to standardize the resources given to students by faculty.
2. Materials developed on the faculty member’s own time.
 - a) All regular full-time and part-time members of the faculty may propose online courses.
 - b) Instructional materials developed by faculty members on their own time without use of college materials or facilities are the property of the individual faculty member. No restriction on their use will be set by the District with the understanding that faculty members will profit on sales at Compton College only in cases where the instructional materials are approved by the department and curriculum committee and not be in violation of AR 3715 Intellectual Property.
 - c) The individual faculty member is responsible for obtaining copyright of the materials developed.
3. Materials developed on a released-time basis.
 - a) A faculty member approved by the Dean to develop an online course shall receive 20% reassigned time for one semester to develop the course. Upon approval, the reassigned time shall be listed in the faculty member’s contract for the applicable semester.
 - b) Any materials developed during this reassigned time assignment shall remain the property of the District.
4. In order to protect against the use of obsolete materials, the faculty member shall have the right to review and/or update material of which Compton College has internal free use. The institution may agree to use the updated material.
5. Materials developed as a primary or sole purpose of employment by non-divisional staff, such as consultants.
 - a) When a District employee is hired or assigned specifically to develop instructional or course materials, then all the rights to such materials belong exclusively to Compton College, including the right to copyright and/or sell the materials for profit.

6. The District shall have the right to come to agreements with employees concerning the rights belonging exclusively to them only in consultation with the Division Chair and a Federation representative.
7. The necessity for regular and part-time faculty to review, update, and change an online course remains consistent with the duties of faculty in all areas of the curriculum.

B. Teaching and Training Requirements for Online Courses

1. Training for Online Courses

- a) The training requirements for online, hybrid, and EFOMA through the Learning Management System (LMS) are contained in the Distance Education Handbook.
- b) Faculty are expected to complete the specified training, turn in all proof of completion to the Distance Education Department and the Vice President of Academic Affairs or designee and complete the required demonstrations of competency before being approved to teach each online or hybrid in accordance with the Distance Education Handbook.
- c) Faculty are required to provide a student authentication statement in the first 48 hours of an online class to prevent financial aid fraud in adherence with BP 5500, AR5520 and the ACCJC.
- d) Faculty who have completed the distance education certification process outlined in the Distance Education Handbook (including, to the extent set forth in the Distance Education Handbook, completion of processes through the Faculty Course Review Committee) shall be eligible to teach, , online or hybrid courses. The Distance Education Faculty Coordinator will notify the appropriate Dean and Division Chair.
- e) Faculty members who have been approved will follow the guidelines found in the Distance Education Handbook.
- f) Faculty are required to maintain all standards regarding regular and substantive interaction between faculty and students set forth by the ACCJC, Title 5 of the California Code of Regulations, and the Distance Education Handbook.
- g) Faculty are required to maintain all standards regarding accessible course content set forth by the ACCJC, Title 5 of the California Code of Regulations, and Federal laws, and the Distance Education Handbook.
 - (1) Verification of the accessibility of publishers' materials shall be completed through the appropriate committee, if required, and be in compliance with, California Ed Code and Federal laws.

2. Teaching Online Courses

- a) Online courses shall be considered as regular load because of the expected additional monitoring, supervising, grading, and communicating required to be aware of student progress in the class.
- b) Teaching online courses shall be voluntary by the instructor as a part of load and shall not be imposed by the District or the division.
- c) Division Chairs shall be granted observer access for the purpose of content review of online courses to complete the evaluation process. Evaluation of faculty in online courses shall be in accordance with the evaluation guidelines set forth in Article IX.
- d) Division Chairs and Deans may have observer access for the purpose of state and regulatory compliance review, which shall not be associated with the evaluation guidelines set forth in Article IX.
- e) No faculty member, full or part-time, shall be displaced because of online courses.
- f) No more than two online courses and one hybrid course shall be taught by a faculty member at any time, except with prior written approval of the faculty member's dean.
- g) Faculty members may meet their distance education class office hour obligation in part or whole by virtual office hours.
- h) To assure that both distance education proficiency and adjunct seniority requirements are met, faculty distance education proficiency shall be noted on all full-time and part-time seniority lists as referenced in Article 14.9 and verified by the Division Chair and Dean, in consultation with the Office of Human Resources. Only faculty with such notation may be offered distance education classes. If the faculty member so designated declines the DE assignment, that decline is counted as a refusal for the purposes of calculating seniority consistent with Article 14.9.1.c. Should a faculty member no longer desire to teach Distance Education classes, he/she may request in writing that such notation be removed from the seniority list. The request to change one's distance education designation will be effective the next term. The distance education designation can be reinstated by written request of the faculty member, effective the next term.

3. Support for online courses:

- a) The District shall pay the cost of home Internet service to those instructors teaching an online course if the individual teachers do not have a computer in their individual offices for their specific use in teaching these courses. District payment of Internet connection fees shall be only for the semester in which an online course is being taught. The cost of such service shall not exceed \$30.00 per month.

- b) The District shall provide an online teacher with 20% reassigned time per course the first semester that such a course is taught at the institution. Upon approval, the reassigned time shall be listed in the faculty member's contract for the applicable semester.
- c) The District shall provide faculty access to anti-plagiarism software such as Turnitin at District expense.
- d) The District shall provide each instructor teaching an online/hybrid course with access to a laptop that has a video conferencing camera, printer, e-mail and fax for that instructor's office and shall ensure that such facilities are available to any part-time faculty member who teaches an online/hybrid course.
- e) The District, as it determines necessary, will provide ongoing training, technical, and instructional design support including technological assistance regarding the college's LMS, services and equipment to assure successful delivery of the course in the college's distance education mode. When faculty are required to undertake additional Distance Education training in the teaching and learning of a new Distance Education platform in order to receive an assignment, the District, as it determines necessary, will provide such training as professional development (Flex) opportunities.
- f) Technical support will be provided for faculty in all distance education courses, to free teachers to teach.

4. Faculty Protections:

- a) No regular on-campus course will be cancelled for the purpose or with the effect of transferring or directing students into a distance learning class.
- b) Distance education courses will be used to supplement rather than to replace courses taught on-campus.
- c) Distance learning courses will not be used to eliminate or reduce faculty positions or to reduce the number of courses, which the District provides on campus.
- d) Distance learning courses shall not displace faculty bargaining unit members.

ARTICLE XXIII: GENERAL PROVISIONS

- 23.1** The term of this Agreement shall be from July 1, 2022 through June 30, 2025.
- 23.2** This Agreement shall constitute the full and complete commitment between the parties and shall supersede and cancel all previous agreements both written and oral.
- 23.3** This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties by a written and signed amendment to this Agreement.

- 23.4** A basic tenet upon which this Agreement rests is that the parties agree to abide by State laws and that the specific provisions of this Agreement shall prevail over District practices and procedures and over state laws to the extent permitted by state law.
- 23.5** During the term of this Agreement, the District and the Federation expressly waive and relinquish the right to meet and negotiate on any subject or matter whether or not referred to or covered in this Agreement, except by mutual consent or except as expressly provided elsewhere in this Agreement.
- 23.6** The parties agree that past practices, standards, obligations and commitments of the District to its employees relating to this Agreement are rejected mutually as a condition of entering into this Agreement, except as they are expressly stated herein.

SIGNATURE PAGE

AGREEMENT

This agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated Unit, Local 3486 covers the period July 1, 2022, through June 30, 2025, and becomes effective immediately upon ratification by the parties.

FOR THE DISTRICT:

FOR THE FEDERATION:

DATED: 03/13/26

DATED: 2/18/2026

BY: 
Keith Chung Mar 13, 2026 16:31:30 PDT

BY: 

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Appendix [A]

Memorandum of Understanding Between the Compton Community College Federation of Employees – Certificated Unit and the Compton College District Academic Senate

Within the era of AB 1725—post July 1, 1900—it has become the norm at colleges with both faculty unions and faculty senates for those bodies to articulate their distinct and their shared responsibilities in a written agreement. Such an agreement is commonly aimed at being a reference point to minimize confusion and miscommunication in times of calm and crisis.

The present document accomplishes that task on Compton College’s campus and shall remain in effect as is until amended by subsequent agreement between the executive committees of both the CCCFE Certificated Unit and the Academic Senate, and ratified by the membership of both bodies.

SHARED RESPONSIBILITIES

- a. There is both a legal obligation and an ethical duty for both groups to maintain an open communication with each other on every issue relating to the faculty at Compton College. Consultation with each other must be regular, consistent, and mutually respectful.
- b. Overseeing, monitoring, and persistently advocating the institutionalization of shared governance is a joint necessity. This includes working together to ensure the proper implementation of all aspects of the negotiated campus AB 1725 document.
- c. As a matter of mutual respect and shared governance, the Academic Senate and the CCCFE Certificated Unit will jointly recommend/appoint faculty to campus committees.

For example, when there are two faculty appointments necessary, the Senate will appoint one, the Union the other; when three, the third will be jointly agreed upon by both groups, etc.

DISTINCT AND SPECIFIC RESPONSIBILITIES

The Academic Senate, representing the faculty, has the primary responsibility for maintaining the integrity of the college curriculum, its subject matter and methods of instruction, faculty status (including recommendations for faculty appointments, reappointments, or not to reappoint, promotions, tenure, censure, and dismissal), and, “those aspects of student life which relate to the educational process.” Based on Title V, Section 53200(c) of the CCCD Academic Senate is mandated and authorized by law to participate effectively in all campus policy development, establishment, and oversight relevant to:

- a. The CCCD curriculum, including prerequisites and course placements within disciplines (all usually through the Curriculum Committee);
- b. The CCCD degree and certificate requirements, including the AA pattern, the IGETC (intersegmental General Education Transfer Curriculum) core curriculum, etc.

- c. The CCCD grading policies, including monitoring of grading and transcript authority;
 - d. The CCCD educational program development, including categorical program plans, without interfering in the operations of those programs;
 - e. The CCCD standards or policies regarding student preparation and success, including matriculation;
 - f. Compton College faculty roles in the district's governance structures;
 - g. Compton College faculty roles in the accreditation process (including the self-study and annual reports)
 - h. Compton College policies for faculty activities related to professional development;
 - i. Compton College strategies for academic program review;
 - j. Compton College strategic process for institutional planning and budget development;
 - k. Compton College agenda for all professional and academic matters relevant to the campus;
1. All campus educational policy recommendations by the faculty, tenure review, curriculum approvals and review, Equivalency Committee, implementing faculty and administrative evaluations, faculty selections for screening committees for faculty and administrative hiring.

These responsibilities will be handled through CCCD Academic Senate meetings, including executive sessions, and through the CCCD Academic Senate standing committees. A Senate representative from each standing committee should serve on whatever corresponding District committees are created, e.g., budget, planning, etc.

The Compton Community College District Federation of Employees representing faculty and most classified staff has responsibilities for:

- a. Negotiation of the contract;
- b. Negotiation of mandated AB 1725 issues assigned to collective bargaining agents by law;
- c. Monitoring of issues regarding hours of employment, wages, and working conditions through discussions, grievance procedures, etc.
- d. FSA's and tenure grievance, contract grievances, division chair elections (in association with the CAO), faculty retirement packages, evaluation procedures and forms (faculty and administrative), procedures for hiring faculty, etc.

Based on its own constitution, neither the Academic Senate nor its officers shall interfere in faculty union contract negotiations nor try to negotiate on their own with the district. Any participation by the Academic Senate in any aspect of collective bargaining for Compton College faculty shall only be by invitation and permission of the campus collective bargaining agents.

APPENDIX [B] EVALUATION FORMS

**COMPTON COMMUNITY COLLEGE DISTRICT
EVALUATION NOTICE FORM**

**COMPTON COMMUNITY COLLEGE DISTRICT
Evaluation Notice Form**

To:

From:

Subject: Evaluation

Date:

—To initiate a formal evaluation, the Dean shall send the tenured faculty member, and his or her Division Chair, a notice informing them that the faculty member will be evaluated as provided in this article and, if a Standard evaluation is not already required by Section 9.2, describing how the form of the evaluation will be determined. (Article IX, Section 9.2)

Article X of the agreement between the District and AFT provides for evaluations of tenured, probationary, and temporary full time and part-time faculty and division chairs as well as a special administrative evaluation for faculty. The article also specifies the evaluation form and timeline for each.

The District's records show that you are due for an evaluation this year and according to Article X, the form of the evaluation will be a

_____ Standard Evaluation to be conducted as prescribed in Section 9.2.

_____ Special Evaluation to be conducted as prescribed in Section 9.3,

_____ Division Chair Evaluation to be conducted as prescribed in Section 9.4,

_____ Temporary Faculty Evaluation to be conducted as prescribed in Section 9.5, or

_____ Probationary Faculty evaluation to be conducted as prescribed in Section 9.6.

If you have any questions about this notice or your evaluation this term, please see me.

Portfolio Information

For each distinctly different course you are currently teaching, please provide examples of the following materials you have prepared:

1. Self-evaluation in accordance with the attached template
2. Course syllabus, including description of grading policy, textbook (title, author, publisher and date) and description of any supplemental material used in the course.
3. Sample quizzes, mid-terms, and final examination.
4. Key information handouts.
5. Assignments (e.g., typical assignments, key projects).

In addition, please provide any other information you think should be included to adequately describe the instructional strategies you employ in the course. Please be concise.

Self-Evaluation Template

Items you should discuss in your self-evaluation include all of the following: Your:

1. analysis of the student survey summary report and student comments,
2. student learning outcomes (SLO) assessment strategies, and any follow-up revisions to instruction you have made or plan to make based on SLO assessments since your previous evaluation,
3. success and retention rates in your courses, if applicable; what changes could and should be made to improve student success,
4. unique contributions in the development or revisions to course curriculum since your previous evaluation,
5. unique contributions to writing, editing, or following through on recommendations in Program review or program plans since your previous evaluation,
6. participation in professional development activities and committee work (departmental, shared governance, screening, district and state), what you gained by this service, and what the institution gained by this service since your previous evaluation,
7. methods to stay current in your field, both in terms of content knowledge and pedagogical techniques, and
8. plans to make any other changes related to your role as a faculty member.

Part-time temporary faculty may omit items 4, 5 and 6 if the evaluatee wishes.

Comprehensive Evaluation Plan Template Time Table & Worksheet

Name of Evaluatee:	
Department:	
Evaluation Period:	

Step	Approximate Date (Week of Term)	Actual Start	Action	Task & Responsible Party
1	1		Start the process.	Dean informs faculty member and Division Chair
2	4		The President/Chief Executive Officer or designee Appoints Faculty Evaluation Team	Evaluation Team Chair :
				Faculty Team Members :
3	5		Faculty Eval Team convenes to:	Name of chair
			1. Prepare a plan for the evaluation that specifies: materials needed from the faculty member the data to be collected and the manner of collection nature of inquiry into faculty member's response to recommendations in past evaluations	Materials requested from faculty member — ☐ self-evaluation ☐ syllabi – all classes ☐ sample assignments ☐ sample handouts ☐ sample exams/quizzes ☐ narrative – professional responsibilities (SLO Program plan, Program Review, etc.) ☐ other items, if any (describe)
				Other data to be collected – ☐ student surveys ☐ class or worksite observations

Step	Approximate Date (Week of Term)	Actual Start	Action	Task & Responsible Party
			who will perform class or worksite visits or complete other data collection activities a general schedule under which the Team will complete its work and protocols for giving the faculty member notice of visits or other data collection activities that require interaction with his or her students	☐ other, if any(describe)
				☐ who will collect data
				☐ how will data be collected/when
4	6		Share plan with faculty member and solicit comments.	Plan shared with faculty member on :
5	7		Adopt final plan Send copy to faculty member	Final plan adopted on: Copy sent to faculty member on:
6	8		Data gathering begins.	

Step	Approximate Date (Week of Term)	Actual Start	Action	Task & Responsible Party
7	11		Data gathering complete. Review all data and past evaluations.	Team meets to review data and prepare draft summary form on:
8	12		Send summary to faculty member for review and comment. Provide faculty member with opportunity to meet with Team.	Draft summary sent to faculty member on:
9	15		Dean delivers completed evaluation summary to faculty member with notice that faculty member may submit a written comment regarding the evaluation, which will be appended to it.	Completed evaluation summary sent to faculty member on:

COMPTON COMMUNITY COLLEGE DISTRICT
Basic Evaluation Summary

Name of Faculty Member:			
Div/Discipline or Program/Service Area:	Date:	Pages:	
Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
3. Institutional Participation & Fulfillment of Professional Responsibilities			
4. Professional Development			
Formal Recommendations of the Evaluator (Attach additional sheets if necessary)			
Rating of Overall Performance			
___Satisfactory	___Needs Improvement	___Unsatisfactory	
Comments:			

Evaluator's Signature:
Dean's Signature:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary
My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.
Signed: _____ Date: _____

CLASS OBSERVATION (TEACHING)

Faculty Member: _____ Observer: _____

Class/Section: _____ Date: _____ Scheduled Time: _____

Type of Class Observed (e.g., lecture, lab, demonstration, performance)

Number of Students Attending: _____ Time Class Began: _____

Subject Matter Covered (e.g., the primary subject matter focused upon during the session):

Each section below must include comments supporting the rating checked in the box.

Method(s) of instruction (e.g., lecture, discussion, tutorial, seminar, demonstration, or a combination of methods):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Knowledge of subject matter (e.g., how does the instructor show awareness of recent developments and research in the field; how does the instructor show a sufficient understanding of the technical aspects of the field; how does the instructor demonstrate a command of facts as well as interpretations of the material?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Appropriateness of subject matter (i.e., how does the subject matter relate to and contribute to the course objectives and achievement of the stated student learning outcomes?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Appropriateness of assignments (i.e., is the work assigned during the observed class period commensurate with students' ability and the objectives of the course?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Evidence of subject matter organization (e.g., how has the instructor used the class period efficiently; how has the instructor designed the lesson in a logical manner so that the objectives are clear and logical?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Evidence of preparation (e.g., how has the instructor provided necessary material for the class in an organized fashion; how has the in instructor anticipated students 'questions about materials?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Use of available resources (e.g., how does the instructor appropriately and effectively use educational facilities — such as the board or seating arrangements — visual or audio aids, or other forms of technology; are teaching aids current?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Instructional delivery (e.g., does the instructor speak clearly and modulate the pace of his or her speech appropriately; how does the instructor show enthusiasm for the subject matter and the students through physical movement and speech?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Evidence of creativity (e.g., how has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the lesson?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Communication with students (e.g., does the instructor listen to the students; does the instructor answer questions clearly, pursuing discussion to ensure students' understanding; does the instructor encourage all students to participate in discussion and to express divergent opinions; how is the climate conducive to promoting respect and confidence among the students and among the instructor and students; how does the instructor encourage equal participation among students, regardless of ethnicity, cultural background, age, gender and lifestyle?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Critical thinking skills (i.e., howdoes the instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the precise evaluation of ideas or principles?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

OBSERVATION FOR ON-LINE TEACHING

Faculty Member: _____ Observer: _____

Course: _____ Date: _____

Subject Matter Covered: _____

Knowledge of subject matter (e.g., How does the instructor show awareness of recent developments and research in the field; how does the instructor show a sufficient understanding of the technical aspects of the field; how does the instructor demonstrate a command of facts as well as interpretations of the material?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Appropriateness of subject matter (i.e., how does the subject matter relate to the student learning outcomes?)

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Appropriateness of assignments (i.e., is the work assigned commensurate with students ability and the objectives of the course?)

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Evidence of subject matter organization and preparation (e.g. has instructor designed the online class so that the objectives are clear and class activities are logically related?)

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Student authentication (i.e., how has the instructor designed the online class to minimize opportunities for cheating?):

☐
Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Use of web site resources (e.g., do site materials show clear signs of planning and organization; does the site contain multiple instructional elements — text, graphics, links, media, chat; is the site easy to navigate; is the content presented in an effective, understandable manner; in what ways does site meet accessibility standards?).

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Evidence of creativity (e.g., how has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the lesson?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Communication with students (e.g., how does the instructor initiate communication and interaction with students; how does the instructor provide an adequate opportunity for communication with students; does the instructor answer questions clearly, pursuing communication among students to ensure understanding; how does the instructor encourage all students to participate in discussion and to express divergent opinions; is the climate conducive to promoting respect and confidence among the students and among the instructor and students; how does the instructor encourage equal participation among students, regardless of ethnicity, cultural background, age, gender and lifestyle?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Critical thinking skills (i.e., does the instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the precise evaluation of ideas or principles?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Communication Types with Students (e.g. Does the instructor regularly participate in online discussions with students? Does the instructor hold regularly schedule Chat sessions/Virtual Office Hours with students? Does the instructor respond to student emails in a timely manner?):

Check one: ☐ Very strong ☐ Good ☐ Weak ☐ Needs Improvement ☐ Not Applicable

Observation For Counseling, Library And Other Non-Classroom Activity

(Note: 'Class Observation' form for Human Development and similar classes)

Faculty Member: _____ Observer: _____

Type of Session: _____ Date: _____

The Faculty member:	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
1. Is approachable.	☐	☐	☐	☐	☐
Comments:					
2. Treats student(s) equitably and with respect.	☐	☐	☐	☐	☐
Comments:					
3. Discusses academic needs, goals, information, and ideas with student(s).	☐	☐	☐	☐	☐
Comments:					
4. Presents information clearly and sees to it that transitions between topics are effective.	☐	☐	☐	☐	☐
Comments:					
5. Uses language that is understandable and at an appropriate level for the student	☐	☐	☐	☐	☐
Comments:					
6. Encourages questions.	☐	☐	☐	☐	☐
Comments:					
7. Answers questions clearly.	☐	☐	☐	☐	☐
Comments:					
The Faculty member:	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
8. Maintains a rate and tone of oral delivery that are effective.	☐	☐	☐	☐	☐
Comments:					
9. Uses effective ways to communicate information to the student (e.g. discussion, handouts, technology).	☐	☐	☐	☐	☐
Comments:					

10. Uses material that is appropriate for the setting and student level.	☐	☐	☐	☐	☐
Comments:					
11. Uses time effectively.	☐	☐	☐	☐	☐
Comments:					
12. Shows appropriate interest in the student's needs and enthusiasm for the task.	☐	☐	☐	☐	☐
Comments:					
13. Demonstrates adequate, up-to-date knowledge of the topics discussed.	☐	☐	☐	☐	☐
Comments:					

Additional comments, if any:

COMPTON COMMUNITY COLLEGE DISTRICT
Survey Regarding Fulfillment of Professional Responsibilities

To:	Dean	
From:	Faculty Evaluation Team	Date:
Subject:	Comprehensive Evaluation of	
		Period Covered: Beginning _____ Ending _____

A Faculty Evaluation Team is collecting data for use in a comprehensive evaluation of the faculty member listed above and is asking for your help in providing relevant information about his/her fulfillment of professional responsibilities. When you have completed this form, please return it to the person who sent it to you. Thank you in advance for your help!

The Faculty Member:	Strongly agree	Agree	Disagree	Strongly disagree	Not
1. Adheres to applicable district policies and procedures.	☐	☐	☐	☐	☐
Comments:					
2. Submits grades no later than 10 calendar days following the last class date.	☐	☐	☐	☐	☐
Comments:					
3. Submits supplemental documents to Admissions and Records related to students' course grades by posted deadlines.	☐	☐	☐	☐	☐
Comments:					
4. Submits census reports, adds, drops in a timely manner	☐	☐	☐	☐	☐
Comments:					
5. Posts teaching/office hour schedule and submits a copy to Academic Affairs by the end of the second week of each semester.	☐	☐	☐	☐	☐
Comments:					
6. Attends and participates collegially in department/division meetings.	☐	☐	☐	☐	☐
Comments:					

The Faculty Member:	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
7. Serves on committees (institutional, screening-selection, etc.)	☐	☐	☐	☐	☐
Comments:					
8. Works collegially with division faculty and others	☐	☐	☐	☐	☐
Comments:					
9. Keeps current in the field (e.g.: attending workshops, attending conferences, professional/technical journals)	☐	☐	☐	☐	☐
Comments:					

5, 6 and 7: Not Applicable to part-time temporary faculty. Can note if desired by the Part Time faculty member.

Additional comments, if any:

Signature:	Date:
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Thank you for your participation in this survey.

COMPTON COMMUNITY COLLEGE DISTRICT
Faculty Service Survey

To:	Leadership Position	
From: Faculty Evaluation Team	Date:	
Subject: Faculty Service Evaluation		
Committee/Task Force/Group:	Period Covered: Beginning _____ Ending _____	

A Faculty Evaluation Team is collecting data for use in a comprehensive evaluation of the faculty member listed above and is asking for your help in providing relevant information about his/her contribution as a participant in the committee, task force or group listed above. When you have completed this form, please return it to the person who sent it to you. Thank you in advance for your help!

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

4. List and describe the responsibilities for this individual on your committee during this evaluation period.

5. Describe how well this individual is performing in these areas of responsibility.

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

Comments (feel free to attach additional comments)

Signature:	Date:
Position	

Not applicable to Part-time Temporary Faculty

Thank you for your participation in this survey.

COMPTON COMMUNITY COLLEGE DISTRICT STUDENT SURVEY – FACE-TO-FACE INSTRUCTION

Course Title:

Section Number:

Instructor:

Directions:

- Use a black number 2 pencil only
- Mark only one answer per question by completely filling in the appropriate circle.
- Erase completely any answer changes and stray marks
- Use the other side of the form for written comments.

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Don' t Know/Not
1. The instructor clearly defined the course requirements.	☐	☐	☐	☐	☐
2. The instructor distributed a syllabus by the second class meeting.	☐	☐	☐	☐	☐
3. The syllabus clearly outlined the course objectives and grading criteria.	☐	☐	☐	☐	☐
4. The instructor is well prepared and organized.	☐	☐	☐	☐	☐
5. The instruction relates to the course objectives.	☐	☐	☐	☐	☐
6. The class starts on time and meets for the entire time specified in the class schedule.	☐	☐	☐	☐	☐
7. The instructor regularly grades/evaluates or provides feedback on my performance.	☐	☐	☐	☐	☐
8. The instructor is available during posted office hours.	☐	☐	☐	☐	☐
9. The instructor interacts with students in ways that are free of discrimination.	☐	☐	☐	☐	☐
10. The instructor motivates me and encourages my interest in the subject.	☐	☐	☐	☐	☐
11. The instructor creates an environment in which it is safe to seek help, ask questions, or express opinions that differ from those of the faculty member.	☐	☐	☐	☐	☐
12. The instructor is knowledgeable in the subject area.	☐	☐	☐	☐	☐
13. The instructor treats students with respect.	☐	☐	☐	☐	☐
14. The instructor maintains good class control.	☐	☐	☐	☐	☐
15. I would take another course with this instructor, if possible, or I would recommend this instructor to other students.	☐	☐	☐	☐	☐

Comments:

COMPTON COMMUNITY COLLEGE DISTRICT
Special Evaluation Summary

Name of Faculty Member:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)
1. Description of reason for evaluation
2. Description of how evaluation was conducted.
3. Summary of findings
4. Formal recommendations
Faculty Response

Dean/Date

Team Members' Signatures		
Print	Sign	Date
Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
___Satisfactory	___Needs Improvement	___Unsatisfactory

Signed: _____ Date: _____

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: _____ Date: _____

COMPTON COMMUNITY COLLEGE DISTRICT
Standard/Temporary Evaluation Summary

Name of Faculty Member:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
3. Institutional Participation & Fulfillment of Professional Responsibilities, including Student Learning Outcomes assessment, Program Review, program plans, and commitment to advancing the program, division, and/o institution (via committee and other work).			
4. Professional Development			

Formal Recommendations of the Faculty Evaluation Team (Attach additional sheets if necessary)

Recommendation regarding overall performance rating [optional]		
_____ Satisfactory	_____ Needs Improvement	_____ Unsatisfactory

Team Members' Signatures		
Print	Sign	Date
Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
___Satisfactory	___Needs Improvement	___Unsatisfactory

Signed: _____ Date: _____

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: _____ Date: _____

COMPTON COMMUNITY COLLEGE DISTRICT
Probationary Evaluation Summary

Name of Faculty Member:		Probationary year: 1 2 3 4
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
3. Institutional Participation & Fulfillment of Professional Responsibilities, including Student Learning Outcomes assessment, Program Review, program plans, and commitment to advancing the program, division, and/or institution (via committee and other work).			
4. Professional Development			

Formal Recommendations of the Faculty Evaluation Team (Attach additional sheets if necessary)

Recommendation regarding overall performance rating:		
_____ Satisfactory	_____ Needs Improvement	_____ Unsatisfactory
Recommendation regarding continuation of employment:		
_____ One year	_____ Two years	_____ Permanent _____ None

Team Members' Signatures		
Print	Sign	Date

Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
___ Satisfactory	___ Needs Improvement	___ Unsatisfactory

Signed: _____ Date: _____

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: _____ Date: _____

COMPTON COMMUNITY COLLEGE DISTRICT
Division Chair Evaluation Summary

Name of Division Chair:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Supervising, coordinating and participating in the evaluation of academic and classified personnel within the Division.			
2. Recommending scheduling, assigning, canceling, and/or adding classes after faculty consultation and in conformance with standards and practices.			
3. Recommending adjustment of class size to comply with applicable class size limits.			
4. Recommending curriculum development, modification and deletions, and supervising the selection and development of course materials in accordance with student learning outcomes and other objectives approved by curriculum committee.			
5. Consulting with faculty in the various disciplines, appropriate experts, and others to coordinate curriculum development or service improvement efforts within the Division and with other Divisions.			
6. Recruiting and interviewing staff in conformance with applicable hiring procedures, and making hiring recommendations in consultation with faculty members having expertise in the affected discipline and consistent with relevant standards and practices.			
7. Scheduling and conducting division meetings at least once per month.			
8. Managing day-to-day operations and first-level problem solving, maintaining health and safety standards, and handling informal grievances.			
9. Submitting requests for supplies, equipment, repairs, and maintenance.			
10. Providing orientation, staff development, and in-service training of new personnel within the Division in conjunction with faculty members with expertise in the affected discipline.			
11. Advising, assisting, and counseling faculty and staff within the division.			
12. Providing input for institutional research/grant development efforts.			
13. Serving on, or recommending appropriate faculty to serve on, division-related and/or college-wide committees.			
14. Communicating and consulting with other divisions, and serving as a reliable intermediary between the Division and other segments of Compton College.			
15. Being regularly available to students who enroll in the Division's courses, or make use of the Division's services, to facilitate their success, respond to their inquiries and concerns, explore their suggestions, and monitor their complaints.			
16. Helping to ensure that faculty and staff in the division understand their obligation to adhere to required work hours and schedules and the system for reporting absences or other attendance matters.			
17. Facilitating strong collegial relationships and teamwork among the Division's faculty and staff, and facilitating adherence to applicable professional standards.			

18. Each Divisions Chair shall, in consultation with the appropriate Dean, establish a regular work schedule that will ensure his or her availability on campus for required meetings, consultations, and other activities or events where the Chair's presence is important, and that will minimize conflicts between the Chair's teaching or other duties and his or her performance of the duties of Division Chair. Furthermore, each Division Chair shall limit his or her acceptance of additional assignments or other commitments to the extent necessary to ensure that he or she will remain fully accountable for the quality, completeness, and timeliness of his or her performance of the duties of Division Chair.			
19. At the beginning of each academic year, each Division Chair shall, in consultation with his or her Divisional colleagues and the appropriate Dean, establish annual goals for the Division.			
20. Please take this opportunity to comment further on any additional topics of interest. Examples might include: a. How well the Division Chair addresses faculty, staff, student, or division needs; b. How well he or she ensures broad-based active faculty and staff participation in activities such as program planning, program review, SLO development and assessment; c. How well he or she delegates responsibility; d. How professional and respectfully he or she deals with faculty, staff, managers, and students; e. How well you believe he or she represents your division at the college and elsewhere; f. Or other thoughts you would like to include.			

Formal Recommendations (Attach additional sheets if necessary)

Recommendation regarding overall performance rating:		
_____ Satisfactory	_____ Needs Improvement	_____ Unsatisfactory

Division Chair Response

Division Chair /Date

COMPTON COMMUNITY COLLEGE DISTRICT
Evaluation Tool for Division Chairs

NOTE: This survey may be administered online instead of or in addition to being on paper.

This anonymous survey is designed to gather input from Compton College employees as part of the evaluation of _____ in his/her role of Division Chair.

We appreciate you taking the time to give your opinion on how well you believe he/she is performing as Division Chair. This survey should only take a few minutes, although you are welcome to take as long as you wish.

Wording for 23 of the 24 questions comes directly from the faculty contract language describing Division Chair responsibilities.

Note that you may add a comment on any question and you may provide a longer comment at the end.

For each item below, give a rating between 1-5, 1 being the lowest rating and 5 being the highest rating, or assign a rating of “Not Applicable/Don’t know” or give an “other” rating supported by comments. Comments are optional for all questions.

“Each Division Chair’s duties and responsibilities shall include the following ...”

1. Supervising, coordinating and participating in the evaluation of academic and classified personnel within the Division.
2. Recommending scheduling, assigning, canceling, and/or adding classes after faculty consultation and in conformance with standards and practices.
3. Recommending adjustment of class size to comply with applicable class size limits.
4. Recommending curriculum development, modification and deletions, and supervising the selection and development of course materials in accordance with student learning outcomes and other objectives approved by the curriculum committee.
5. Consulting with faculty in the various disciplines, appropriate experts, and others to coordinate curriculum development or service improvement efforts within the Division and with other Divisions.
6. Recruiting and interviewing staff in conformance with applicable hiring procedures and making hiring recommendations in consultation with faculty members having expertise in the affected discipline and consistent with relevant standards and practices.
7. Scheduling and conducting division meetings at least once per month.

8. Managing day-to-day operations and first-level problem solving, maintaining health and safety standards, and handling informal grievances.
9. Submitting requests for supplies, equipment, repairs, and maintenance.
10. Providing orientation, staff development, and in-service training of new personnel within the Division in conjunction with faculty members with expertise in the affected discipline.
11. Advising, assisting, and counseling faculty and staff within the division.
12. Serving on, or recommending appropriate faculty to serve on, division-related and/ or college-wide committees.
13. Communicating and consulting with other divisions, and serving as a reliable intermediary between the Division and other segments of the college.
14. Supporting student retention and recruitment efforts
15. Being regularly available to students who enroll in the Division's courses, or make use of the Division's services, to facilitate their success, respond to their inquiries and concerns, explore their suggestions, and monitor their complaints.
16. Helping to ensure that faculty and staff in the division understand their obligation to adhere to required work hours and schedules and the system for reporting absences or other attendance matters.
17. Facilitating strong collegial relationships and teamwork among the Division's faculty and staff and facilitating adherence to applicable professional standards.
18. Each Divisions Chair shall, in consultation with the appropriate Dean, establish a regular work schedule that will ensure his or her availability on campus for required meetings, consultations, and other activities or events where the Chair's presence is important, and that will minimize conflicts between the Chair's teaching or other duties and his or her performance of the duties of Division Chair. Furthermore, each Division Chair shall limit his or her acceptance of additional assignments or other commitments to the extent necessary to ensure that he or she will remain fully accountable for the quality, completeness, and timeliness of his or her performance of the duties of Division Chair.
19. At the beginning of each academic year, each Division Chair shall, in consultation with his or her Divisional colleagues and the appropriate Dean, establish annual goals for the Division.
20. Please take this opportunity to comment further on any additional topics of interest. Examples might include:

- a. How well the Division Chair addresses faculty, staff, student, or division needs;
- b. How well he or she ensures broad-based active faculty and staff participation in activities such as program planning, program review, SLO development and assessment;
- c. How well he or she delegates responsibility;
- d. How professional and respectfully he or she deals with faculty, staff, managers, and students;
- e. How well you believe he or she represents your division at Compton College and elsewhere;
- f. Or other thoughts you would like to include.

Because this is an anonymous survey, please respond to the following two questions: I am:

- ☐ Full-time faculty
- ☐ Adjunct faculty
- ☐ Staff
- ☐ Manager
- ☐ Student

I work

- ☐ In the same division as the Division Chair
- ☐ In another area

Thank you for your participation in this survey.

COMPTON COMMUNITY COLLEGE DISTRICT
First Year Experience Counselor Evaluation Summary

Name:		
Div/Discipline or Program/Service Area:	Date:	Pages:
Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations Needs Improvement
1. Counsel students in all academic and vocational areas providing academic advising, counseling and career exploration.		
2. Participate in the matriculation process including assessment, orientation, and development of student education plans and identifying retention strategies. .		
3. Teach Human Development classes.		
4. Assist in the preparation of curriculum guide sheets and catalog materials with four year institutions.		
5. Foster relationships with District high schools.		
6. Maintains records and reports as appropriate.		
7. Develop and implement a comprehensive FYE strategic plan that ensures student success within the program. Participate in division program review.		
8. Develop and assess student learning outcomes and monitor student success measures for the program. .		
9. Recruit students to participate in the FYE program. Enroll students to the appropriate FYE learning community. Administer a peer mentoring program for learning communities.		
10. Serve as a liaison with the counselors to keep them informed of the program. .		
11. Coordinate with deans, department chairs, program directors, and instructors to identify courses for FYE learning communities. Run meetings for both faculty and students.		
12. Train and supervise peer mentors for FYE program.		
13. Publicize FYE opportunities to new and continuing students and oversee FYE website and other publications.		
14. Coordinate academic support activities, including off-campus field trips for FYE participants.		
15. Coordinate student and parent communication systems if appropriate.		
16. Chair program review process to assess the effectiveness of the program.		
17. Work with program faculty to develop an intervention plan for FYE students not succeeding.		

18. Supervise graduate interns to assist with the FYE program.			
19. Provide group counseling			
20. Counsel probation/dis---status students			
21. Assist student learning outcomes and student success measures			
22. Participate in Division program services			
23. Cooperate and foster with faculty input FYE learning communities			
24. Running meetings for both faculty and students			
25. Administer a peer mentoring program for learning			
Formal Recommendations (Attach additional sheets if necessary)			

Recommendation regarding overall performance rating: ___Satisfactory ___Needs Improvement Unsatisfactory		
Team Members' Signatures		
Print	Sign	Date
Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
___Satisfactory	___Needs Improvement	___Unsatisfactory

Signed: _____ Date: _____

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: _____ Date: _____

COMPTON COMMUNITY COLLEGE DISTRICT **Evaluation Tool for First Year Experience Counselor**

NOTE: This survey may be administered online instead of or in addition to being on paper.

This anonymous survey is designed to gather input from Compton College employees as part of the evaluation of _____ in his/her role of FYE Counselor.

We appreciate you taking the time to give your opinion on how well you believe he/she is performing as FYE Counselor. This survey should only take a few minutes, although you are welcome to take as long as you wish.

Wording for the questions comes directly from the typical duties listed for this job position.

Note that you may add a comment on any question and you may provide a longer comment at the end.

For each item below, give a rating between 1-5, 1 being the lowest rating and 5 being the highest rating, or assign a rating of “Not Applicable/Don’t know” or give an “other” rating supported by comments. Comments are optional for all questions.

“The FYE Coordinator’s duties and responsibilities shall include the following ...”

1. Counsel students in all academic and vocational areas providing academic advising, counseling and career exploration.	
2. Participate in the matriculation process including assessment, orientation, and development of student education plans and identifying retention strategies.	
3. Provide group counseling.	
4. Teach Human Development classes.	
5. Counsel probation/dismissal status students.	
6. Assist in the preparation of curriculum guide sheets and catalog materials with four year institutions.	
7. Foster relationships with District high schools.	
8. Assist student learning outcomes and student success measures.	
9. Participate in division program review.	
10. Maintains records and reports as appropriate.	
11. Develop and implement a comprehensive FYE strategic plan that ensures student success within the program.	
12. Develop and assess student learning outcomes and monitor student success measures for the program.	
13. Recruit students to participate in the FYE program.	
14. Serve as a liaison with the counselors to keep them informed of the program. .	
15. Coordinate with deans, department chairs, program directors, and instructors to identity courses for FYE learning communities.	
16. Cooperate and foster with faculty input FYE learning communities.	

17. Running meetings for both faculty and students.	
18. Enroll students to the appropriate FYE learning community.	
19. Administer a peer mentoring program for learning communities.	
20. Train and supervise peer mentors for FYE program.	
21. Publicize FYE opportunities to new and continuing students and oversee FYE website and other publications.	
22. Coordinate academic support activities, including off-campus field trips for FYE participants.	
23. Coordinate student and parent communication systems if appropriate.	
24. Chair program review process to assess the effectiveness of the program.	
25. Work with program faculty to develop an intervention plan for FYE students not succeeding.	
26. Hire and supervise graduate interns to assist with the FYE program.	

Because this is an anonymous survey, please respond to the following two questions:

- ☐ Full-time faculty
- ☐ Adjunct faculty
- ☐ Staff
- ☐ Manager
- ☐ Student

I work

- ☐ In the same division as the Division Chair
- ☐ In another area

Thank you for your participation in this survey.

COMPTON COMMUNITY COLLEGE DISTRICT
Instructional Specialist Evaluation Summary

Name:				
Div/Discipline or Program/Service Area:	Date:		Pages:	
Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement	
1. Design instructional support materials and activities for supplemental learning assistance.				
2. Organize the functions of the college to work in concert with the functions of the appropriate instructional programs (s) and support services. Establish planning priorities as they relate to the college.				
3. Develop instructional intervention strategies for the retention of underprepared and at-risk students as well as strategies for enhancing student learning at all levels, with the basic skills, degree-applicable and transfer curriculum. .				
4. Evaluate the suitability of instructional material, software, and media associated with the college.				
5. Interface with faculty of all disciplines to determine their students' needs.				
6. Work with faculty to accomplish the delivery of instruction and supplemental learning activities and supervise the day to day delivery of all instruction in the college.				
7. Develop mechanisms to identify, diagnose and address individual student learning difficulties. ..				
8. Help faculty to develop course-support materials for use in the college.				
9. Serve as instructor of record in the college and teach as assigned.				
10. Assist in recruitment, training and evaluation of tutors and provide for the delivery of tutorial services.				
11. Ensure the preparation of accurate attendance reports and student usage statistics.				
12. Assist in providing direction to and supervision of student workers and classified staff as assigned.				
13. Develop, revise and refine curriculum.				
14. Design instructional support materials and activities for supplemental learning assistance.				
15. Organize the functions of the college to work in concert with the functions of the appropriate instructional program(s) and support services. Establish planning priorities as they relate to the college.				
16. Develop instructional intervention strategies for the retention of underprepared and at-risk students as well as strategies for enhancing student learning at all levels, with the basic skills, degree-applicable and transfer curriculum.				
17. Evaluate the suitability of instructional material, software and media associated with the college.				
18. Interface with faculty of all disciplines to determine their students' needs.				
19. Work with faculty to accomplish the delivery of instruction and supplemental learning activities and supervise the day to day delivery of all instruction in Compton College.				
20. Develop mechanisms to identify diagnose and address individual student learning difficulties.				

21. Help faculty to develop course-support materials for use in the college.			
22. Serve as instructor of record in the college and teach as assigned.			
23. Assist in recruitment, training and evaluation of tutors and provide for the delivery of tutorial services.			
24. Assist in developing policies and procedures.			
25. Establish planning priorities as they relate to the college.			
26. Ensure the preparation of accurate attendance reports and student usage statistics.			
27. Assist in providing direction to and supervision of student workers and classified staff as assigned.			
28. Participate in all appropriate departmental and college activities.			
29. Promote the college throughout the campus.			
Formal Recommendations (Attach additional sheets if necessary) Recommendation regarding overall performance rating: ____ Satisfactory ____ Needs Improvement ____ Unsatisfactory			

Team Members' Signatures		
Print	Sign	Date
Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
____ Satisfactory	____ Needs Improvement	____ Unsatisfactory

Signed: _____ Date: _____

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: _____ Date: _____

A component of the FYE Coordinator/Counselor's position is to oversee the FYE program which involves working with both faculty and students. Students have the ability to evaluate the coordinator/counselor using the student survey for counseling. This survey was developed to allow faculty who participate in the FYE program to provide feedback to the coordinator.

1. The FYE Coordinator clearly defines my role as an instructor in the FYE program.
2. The FYE Coordinator is knowledgeable in the area of current learning community practices.
3. The FYE Coordinator regularly provides feedback regarding the FYE program and encourages our participation in developing the long-term goals for the program.
4. The FYE Coordinator is available to assist faculty teams.
5. The FYE Coordinator is well-prepared and organized when giving workshops or conducting meetings.
6. The FYE Coordinator is available to assist me if requested.
7. The FYE Coordinator creates an environment in which it is safe to seek help, ask questions, or express opinions that differ from those of others.
8. The FYE Coordinator treats us with respect.
9. The FYE Coordinator provides opportunities to learn new techniques.
10. The FYE Coordinator encourages us to make suggestions to improve service to students and/or the program.

A component of the Instructional Specialist's position is to provide tutor training and support. This survey was developed along the lines of the student survey for teaching faculty to allow the tutors, SI coaches, Teaching Assistants and Instructional Assistants to evaluate the specialist.

1. The Instructional Specialist clearly defines my role as a tutor and/or SI coach.
2. The Instructional Specialist is knowledgeable in the area of current tutoring practices.
3. The Instructional Specialist regularly provides feedback on my performance.
4. The Instructional Specialist understands the specific tutorial needs of different academic areas.
5. The Instructional Specialist is well-prepared and organized when giving workshops on tutoring.
6. The Instructional Specialist is available to assist me if requested.
7. The Instructional Specialist creates an environment in which it is safe to seek help, ask questions, or express opinions that differ from those of others.
8. The Instructional Specialist treats us with respect.
9. The Instructional Specialist provides opportunities to learn new techniques.
10. The Instructional Specialist motivates me and encourages my development as a tutor and/or SI coach.
11. The Instructional Specialist encourages us to make suggestions to improve services to students.
12. The Instructional Specialist is fair and unbiased in his/her assignments of tutors and SI coaches.

A component of the Librarian's position is to provide library services and support. This survey mirrors the students survey used to evaluate teaching faculty and allows the library staff opportunity to evaluate the librarians.

1. The Librarian clearly defines my role as a classified library employee.
2. The Librarian is knowledgeable in the current library practices in my area.
3. The Librarian regularly provides feedback on my performance.
4. The Librarian understands the specific needs for my area.
5. The Librarian is well-prepared and organized when giving library workshops and instructions.
6. The Librarian is available to assist me if requested.
7. The Librarian creates an environment in which it is safe to seek help, ask questions, and express opinions different from others.
8. The Librarian treats me with respect.
9. The Librarian provides me with the opportunities to learn new techniques.
10. The Librarian encourages me to make suggestions to improve services to students.
11. The Librarian takes suggestions and plans appropriate strategies for the future.



Counselor's Student Evaluation

Name of Counselor: _____

Date: _____

Please rate the performance of the counselor you have just seen by bubbling your choice. Please place the completed form in the evaluation box located in a designated area of your Department.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
1. This counselor listened to me attentively.	☐	☐	☐	☐	☐	☐
2. This counselor treated me with respect.	☐	☐	☐	☐	☐	☐
3. This counselor assisted me in the decision making process.	☐	☐	☐	☐	☐	☐
4. This counselor explained and assisted me in completing my Student Educational Plan (SEP) leading to my goal(s).	☐	☐	☐	☐	☐	☐
5. This counselor utilized various measures such as previous courses completed for course placement.	☐	☐	☐	☐	☐	☐
6. This counselor explained the requirements for my certificate, degree, and/or transfer goal(s).	☐	☐	☐	☐	☐	☐
7. This counselor provided me with additional information on the resources available on campus.	☐	☐	☐	☐	☐	☐
8. Overall rating of this counselor						
☐ Excellent	☐ Good	☐ Average	☐ Below average	☐ Poor		
9. How many times have you seen a counselor at Compton College this year?						
☐ Once	☐ Twice	☐ Three times	☐ Four or more times			
10. How many times have you seen this (same) counselor before?						
☐ Once	☐ Twice	☐ Three times	☐ Four or more times			
11. Mark the reason(s) for your visit today.						
☐ Student Educational Plan	☐ Career Planning	☐ AA-T/AS-T Preliminary Evaluation				
☐ Personal Counseling	☐ Certificate Requirements	☐ Academic/Progress Probation				
☐ Transfer Information	☐ Degree Requirements	☐ General Education Certification				
☐ Graduation Petition	☐ Financial Aid Counseling	☐ CalWORKs				
☐ Adult Education	☐ Special Resource Center	☐ EOPS/CARE				
		☐ Other _____				

What did you find helpful about this counseling service?

What else could we do to better serve you?

APPENDIX [C]

TEACHING LOAD PERCENTAGES (Hours)

Hours (Hrs. based on 18-weeks)	Noncredit Load	Lab Load	Lecture Load	Released/Reassigned/ Non-Instructional Assignment Load per Week*
1	4%	5%	6.67%	5% = 1 hr. 40 min.
2	8%	10%	13.33%	10% = 3 hrs. 20 min.
3	12%	15%	20%	15% = 5 hrs. 5 min.
4	16%	20%	26.67%	20% = 6 hrs. 45 min.
5	20%	25%	33.33%	25% = 8 hrs. 25 min.
6	24%	30%	40%	30% = 10 hrs. 10 min.
7	28%	35%	46.67%	35% = 11 hrs. 50 min.
8	32%	40%	53.33%	40% = 13 hrs. 30 min.
9	36%	45%	60%	45% = 15 hrs. 10 min.
10	40%	50%	66.67%	50% = 16 hrs. 55 min.
11	44%	55%	73.33%	55% = 18 hrs. 35 min.
12	48%	60%	80%	60% = 20 hrs. 15 min.
13	52%	65%	86.67%	65% = 21 hrs. 55 min.
14	56%	70%	93.33%	70% = 23 hrs. 40 min.
15	60%	75%	100%	75% = 25 hrs. 20 min.
16	64%	80%		80% = 27 hrs.
17	68%	85%		85% = 28 hrs. 40 min.
18	72%	90%		90% = 30 hrs. 25 min.
19	76%	95%		95% = 32 hrs. 5 min.
20	80%	100%		100% = 33 hrs. 45 min.
21	84%			
22	88%			
23	92%			
24	96%			
25	100%			

Note: The Division Dean will determine combinations of courses falling within the range of 15 plus or minus one lecture hour, or equivalent (93.33% to 106.67% inclusive). Such loads will be considered normal, and no balancing or overtime pay will be required.

Lecture	Laboratory	Noncredit
C	A	D
15	20	25

APPENDIX [D]

FACULTY SALARY SCHEDULE (Effective 7/1/2022)

Compton Community College District
Full-Time Certificated Salary Schedule
Effective July 1, 2022

	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V	CLASS VI
Academic	BA	MA	MA+48	MA+66	MA+84	MA+102
Vocational	AA/S MQ	AA/S MQ +30	AA/S MQ+45	AA/S MQ+60 or BA/S MQ	AA/S MQ+75 or BA/S MQ +15	AA/S MQ+90 or BA/S MQ +30 or MA/S
STEP 11	\$5900.91	\$6405.69	\$6946.29	\$7538.08	\$8177.58	\$8873.05
STEP 12	\$6210.22	\$6734.92	\$7310.08	\$7929.97	\$8602.96	\$9334.89
STEP 13	\$6316.33	\$6852.48	\$7436.01	\$8065.65	\$8752.74	\$9494.31
STEP 14	\$6422.86	\$6968.55	\$7561.93	\$8204.29	\$8901.14	\$9658.08
STEP 15	\$6530.66	\$7087.48	\$7689.24	\$8339.87	\$9050.70	\$9818.99
STEP 16	\$6599.14	\$7160.41	\$7767.68	\$8427.42	\$9144.41	\$9921.07
STEP 17	\$6666.23	\$7233.02	\$7848.66	\$8516.15	\$9238.22	\$10023.25
STEP 18	\$6733.54	\$7307.32	\$7928.48	\$8601.58	\$9332.03	\$10125.44
STEP 19	\$6802.02	\$7381.42	\$8008.19	\$8688.29	\$9425.84	\$10229.00
STEP 20	\$6872.09	\$7455.51	\$8088.12	\$8775.10	\$9522.30	\$10331.08
STEP 21	\$6942.05	\$7532.47	\$8170.48	\$8866.05	\$9620.35	\$10437.50
STEP 22	\$7013.28	\$7609.53	\$8255.81	\$8957.11	\$9719.56	\$10545.30
STEP 23	\$7086.10	\$7686.48	\$8338.49	\$9047.95	\$9817.61	\$10652.89
STEP 24	\$7156.06	\$7764.71	\$8425.20	\$9140.27	\$9916.94	\$10759.32
STEP 25	\$7227.40	\$7841.67	\$8507.88	\$9232.71	\$10016.26	\$10865.74
STEP 26	\$7298.84	\$7920.11	\$8593.21	\$9322.17	\$10114.31	\$10973.33
STEP 27	\$7371.66	\$7997.06	\$8677.16	\$9414.71	\$10213.52	\$11082.51
STEP 28	\$7441.41	\$8075.40	\$8761.11	\$9505.55	\$10312.85	\$11188.94
STEP 29	\$7512.96	\$8152.46	\$8845.06	\$9593.64	\$10412.27	\$11296.63
STEP 30	\$7603.91	\$8248.92	\$8951.28	\$9709.92	\$10535.34	\$11432.42
STEP 31	\$7682.24	\$8335.63	\$9043.81	\$9811.89	\$10644.41	\$11551.24
STEP 32	\$7761.96	\$8420.96	\$9137.52	\$9912.70	\$10755.18	\$11670.18
STEP 33	\$7840.40	\$8507.88	\$9229.74	\$10014.77	\$10864.26	\$11789.32
STEP 34	\$7918.62	\$8593.21	\$9323.55	\$10115.69	\$10973.33	\$11908.25
STEP 35	\$7998.55	\$8679.92	\$9415.98	\$10217.76	\$11083.89	\$12027.18

*MQ = Minimum Qualifications

Academic Placement

Class I	Bachelor's Degree
Class II	Master's Degree
Class III	Master's Degree with a total of 48 units above the Bachelor's degree
Class IV	Master's Degree with a total of 66 units above the Bachelor's degree
Class V	Master's Degree with a total of 84 units above the Bachelor's degree
Class VI	Master's Degree with a total of 102 units above the Bachelor's degree, or earned a Doctorate.

Vocational Placement

Class I	AA/S + 6 years work experience in the area being taught (AA/S MQ)
Class II	AA/S MQ + 30 units
Class III	AA/S MQ + 45 units or
Class IV	AA/S MQ + 60 units or BA/S + 2 years work experience in area taught (BA/S MQ)
Class V	AA/S MQ + 75 units or BA/S MQ + 15 units
Class VI	AA/S MQ + 90 units or BA/S MQ + 30 units or MA/S degree

FACULTY SALARY SCHEDULE (Effective 7/1/2023)

Compton Community College District
Full-Time Certificated Salary Schedule
Effective July 1, 2023

	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V	CLASS VI
Academic	BA	MA	MA+48	MA+66	MA+84	MA+102
Vocational	AA/S MQ	AA/S MQ +30	AA/S MQ+45	AA/S MQ+60 or BA/S MQ	AA/S MQ+75 or BA/S MQ +15	AA/S MQ+90 or BA/S MQ +30 or MA/S
STEP 11	\$6077.94	\$6597.86	\$7154.67	\$7764.23	\$8422.91	\$9139.24
STEP 12	\$6396.53	\$6936.97	\$7529.38	\$8167.86	\$8861.05	\$9614.94
STEP 13	\$6505.82	\$7058.05	\$7659.09	\$8307.62	\$9015.32	\$9779.14
STEP 14	\$6615.54	\$7177.60	\$7788.79	\$8450.42	\$9168.17	\$9947.83
STEP 15	\$6726.58	\$7300.10	\$7919.92	\$8590.06	\$9322.23	\$10113.56
STEP 16	\$6797.11	\$7375.22	\$8000.71	\$8680.25	\$9418.74	\$10218.70
STEP 17	\$6866.22	\$7450.01	\$8084.12	\$8771.63	\$9515.36	\$10323.95
STEP 18	\$6935.55	\$7526.54	\$8166.34	\$8859.63	\$9611.99	\$10429.20
STEP 19	\$7006.08	\$7602.86	\$8248.44	\$8948.94	\$9708.61	\$10535.87
STEP 20	\$7078.25	\$7679.18	\$8330.76	\$9038.36	\$9807.97	\$10641.01
STEP 21	\$7150.31	\$7758.44	\$8415.59	\$9132.03	\$9908.96	\$10750.63
STEP 22	\$7223.68	\$7837.81	\$8503.48	\$9225.82	\$10011.15	\$10861.66
STEP 23	\$7298.68	\$7917.08	\$8588.64	\$9319.39	\$10112.14	\$10972.48
STEP 24	\$7370.74	\$7997.65	\$8677.95	\$9414.48	\$10214.44	\$11082.10
STEP 25	\$7444.22	\$8076.92	\$8763.11	\$9509.69	\$10316.75	\$11191.71
STEP 26	\$7517.81	\$8157.71	\$8851.00	\$9601.84	\$10417.74	\$11302.53
STEP 27	\$7592.81	\$8236.98	\$8937.47	\$9697.15	\$10519.93	\$11414.99
STEP 28	\$7664.65	\$8317.66	\$9023.95	\$9790.72	\$10622.23	\$11524.60
STEP 29	\$7738.35	\$8397.03	\$9110.42	\$9881.45	\$10724.64	\$11635.53
STEP 30	\$7832.03	\$8496.39	\$9219.81	\$10001.22	\$10851.40	\$11775.39
STEP 31	\$7912.71	\$8585.70	\$9315.13	\$10106.25	\$10963.75	\$11897.78
STEP 32	\$7994.81	\$8673.59	\$9411.64	\$10210.08	\$11077.84	\$12020.28
STEP 33	\$8075.61	\$8763.11	\$9506.63	\$10315.22	\$11190.19	\$12143.00
STEP 34	\$8156.18	\$8851.00	\$9603.25	\$10419.16	\$11302.53	\$12265.50
STEP 35	\$8238.50	\$8940.31	\$9698.46	\$10524.30	\$11416.41	\$12388.00

*MQ = Minimum Qualifications

Academic Placement

Class I	Bachelor's Degree
Class II	Master's Degree
Class III	Master's Degree with a total of 48 units above the Bachelor's degree
Class IV	Master's Degree with a total of 66 units above the Bachelor's degree
Class V	Master's Degree with a total of 84 units above the Bachelor's degree
Class VI	Master's Degree with a total of 102 units above the Bachelor's degree, or earned a Doctorate.

Vocational Placement

Class I	AA/S + 6 years work experience in the area being taught (AA/S MQ)
Class II	AA/S MQ + 30 units
Class III	AA/S MQ + 45 units or
Class IV	AA/S MQ + 60 units or BA/S + 2 years work experience in area taught (BA/S MQ)
Class V	AA/S MQ + 75 units or BA/S MQ + 15 units
Class VI	AA/S MQ + 90 units or BA/S MQ + 30 units or MA/S degree

FACULTY SALARY SCHEDULE (Effective 7/1/2024)

Compton Community College District
Full-Time Certificated Salary Schedule
Effective July 1, 2024

	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V	CLASS VI
Academic	BA	MA	MA+48	MA+66	MA+84	MA+102
Vocational	AA/S MQ	AA/S MQ +30	AA/S MQ+45	AA/S MQ+60 or BA/S MQ	AA/S MQ+75 or BA/S MQ +15	AA/S MQ+90 or BA/S MQ +30 or MA/S
STEP 11	\$6,199.50	\$6,729.81	\$7,297.77	\$7,919.51	\$8,591.37	\$9,322.02
STEP 12	\$6,524.46	\$7,075.71	\$7,679.97	\$8,331.22	\$9,038.27	\$9,807.24
STEP 13	\$6,635.93	\$7,199.21	\$7,812.27	\$8,473.77	\$9,195.63	\$9,974.73
STEP 14	\$6,747.85	\$7,321.15	\$7,944.57	\$8,619.43	\$9,351.54	\$10,146.78
STEP 15	\$6,861.11	\$7,446.10	\$8,078.32	\$8,761.87	\$9,508.67	\$10,315.83
STEP 16	\$6,933.05	\$7,522.72	\$8,160.72	\$8,853.85	\$9,607.12	\$10,423.08
STEP 17	\$7,003.55	\$7,599.01	\$8,245.81	\$8,947.06	\$9,705.67	\$10,530.43
STEP 18	\$7,074.26	\$7,677.07	\$8,329.66	\$9,036.82	\$9,804.23	\$10,637.79
STEP 19	\$7,146.20	\$7,754.92	\$8,413.41	\$9,127.92	\$9,902.79	\$10,746.59
STEP 20	\$7,219.81	\$7,832.76	\$8,497.38	\$9,219.12	\$10,004.13	\$10,853.83
STEP 21	\$7,293.31	\$7,913.61	\$8,583.91	\$9,314.67	\$10,107.14	\$10,965.64
STEP 22	\$7,368.15	\$7,994.57	\$8,673.55	\$9,410.34	\$10,211.37	\$11,078.90
STEP 23	\$7,444.66	\$8,075.42	\$8,760.42	\$9,505.77	\$10,314.39	\$11,191.93
STEP 24	\$7,518.16	\$8,157.61	\$8,851.51	\$9,602.77	\$10,418.73	\$11,303.74
STEP 25	\$7,593.10	\$8,238.46	\$8,938.38	\$9,699.88	\$10,523.08	\$11,415.55
STEP 26	\$7,668.16	\$8,320.87	\$9,028.02	\$9,793.87	\$10,626.09	\$11,528.58
STEP 27	\$7,744.67	\$8,401.72	\$9,116.22	\$9,891.09	\$10,730.33	\$11,643.29
STEP 28	\$7,817.95	\$8,484.01	\$9,204.42	\$9,986.53	\$10,834.68	\$11,755.10
STEP 29	\$7,893.12	\$8,564.97	\$9,292.62	\$10,079.07	\$10,939.14	\$11,868.24
STEP 30	\$7,988.67	\$8,666.32	\$9,404.21	\$10,201.24	\$11,068.43	\$12,010.90
STEP 31	\$8,070.97	\$8,757.41	\$9,501.43	\$10,308.37	\$11,183.02	\$12,135.74
STEP 32	\$8,154.71	\$8,847.06	\$9,599.88	\$10,414.28	\$11,299.40	\$12,260.69
STEP 33	\$8,237.12	\$8,938.38	\$9,696.76	\$10,521.52	\$11,413.99	\$12,385.86
STEP 34	\$8,319.31	\$9,028.02	\$9,795.32	\$10,627.54	\$11,528.58	\$12,510.81
STEP 35	\$8,403.27	\$9,119.12	\$9,892.43	\$10,734.78	\$11,644.73	\$12,635.76

*MQ = Minimum Qualifications

Academic Placement

Class I	Bachelor's Degree
Class II	Master's Degree
Class III	Master's Degree with a total of 48 units above the Bachelor's degree
Class IV	Master's Degree with a total of 66 units above the Bachelor's degree
Class V	Master's Degree with a total of 84 units above the Bachelor's degree
Class VI	Master's Degree with a total of 102 units above the Bachelor's degree, or earned a Doctorate.

Vocational Placement

Class I	AA/S + 6 years work experience in the area being taught (AA/S MQ)
Class II	AA/S MQ + 30 units
Class III	AA/S MQ + 45 units or
Class IV	AA/S MQ + 60 units or BA/S + 2 years work experience in area taught (BA/S MQ)
Class V	AA/S MQ + 75 units or BA/S MQ + 15 units
Class VI	AA/S MQ + 90 units or BA/S MQ + 30 units or MA/S degree

APPENDIX [E]
FACULTY SALARY SCHEDULE (Effective 7/1/2022)

Compton Community College District
Hourly and Adjunct Salary Schedule
Effective July 1, 2022

CLASS:	RANGE 1	RANGE 2	RANGE 3	RANGE 4	RANGE 5	RANGE 6
Academic	BA	MA	MA+48	MA+66	MA+84	MA+102
Vocational	AA/S MQ	AA/S MQ +30	AA/S MQ+45	AA/S MQ+60 or BA/S MQ	AA/S MQ+75 or BA/S MQ +15	AA/S MQ+90 or BA/S MQ +30 or MA/S
STEP 1	\$43.76	\$47.48	\$51.51	\$55.89	\$60.63	\$65.79
STEP 2	\$46.00	\$49.94	\$54.20	\$58.80	\$63.79	\$69.23
STEP 3	\$48.43	\$52.53	\$57.02	\$61.85	\$67.12	\$72.80
STEP 4	\$50.92	\$55.27	\$59.96	\$65.05	\$70.59	\$76.61

*MQ = Minimum Qualifications

Academic Placement

Class I	Bachelor's Degree
Class II	Master's Degree
Class III	Master's Degree with a total of 48 units above the Bachelor's degree
Class IV	Master's Degree with a total of 66 units above the Bachelor's degree
Class V	Master's Degree with a total of 84 units above the Bachelor's degree
Class VI	Master's Degree with a total of 102 units above the Bachelor's degree, or earned a Doctorate.

Vocational Placement

Class I	AA/S + 6 years work experience in the area being taught (AA/S MQ)
Class II	AA/S MQ + 30 units
Class III	AA/S MQ + 45 units or
Class IV	AA/S MQ + 60 units or BA/S + 2 years work experience in area taught (BA/S MQ)
Class V	AA/S MQ + 75 units or BA/S MQ + 15 units
Class VI	AA/S MQ + 90 units or BA/S MQ + 30 units or MA/S degree

**HOURLY AND ADJUNCT SALARY SCHEDULE (Effective
7/1/2023)**

**Compton Community College District Hourly
and Adjunct Salary Schedule
Effective July 1, 2023**

CLASS:	RANGE 1	RANGE 2	RANGE 3	RANGE 4	RANGE 5	RANGE 6
Academic	BA	MA	MA+48	MA+66	MA+84	MA+102
Vocational	AA/S MQ	AA/S MQ +30	AA/S MQ+45	AA/S MQ+60 or BA/S MQ	AA/S MQ+75 or BA/S MQ +15	AA/S MQ+90 or BA/S MQ +30 or MA/S
STEP 1	\$45.07	\$48.90	\$53.05	\$57.57	\$62.45	\$67.77
STEP 2	\$47.38	\$51.43	\$55.82	\$60.56	\$65.70	\$71.31
STEP 3	\$49.88	\$54.11	\$58.73	\$63.71	\$69.13	\$74.98
STEP 4	\$52.45	\$56.93	\$61.76	\$67.00	\$72.70	\$78.90

*MQ = Minimum Qualifications

Academic Placement

Class I	Bachelor's Degree
Class II	Master's Degree
Class III	Master's Degree with a total of 48 units above the Bachelor's degree
Class IV	Master's Degree with a total of 66 units above the Bachelor's degree
Class V	Master's Degree with a total of 84 units above the Bachelor's degree
Class VI	Master's Degree with a total of 102 units above the Bachelor's degree, or earned a Doctorate.

Vocational Placement

Class I	AA/S + 6 years work experience in the area being taught (AA/S MQ)
Class II	AA/S MQ + 30 units
Class III	AA/S MQ + 45 units or
Class IV	AA/S MQ + 60 units or BA/S + 2 years work experience in area taught (BA/S MQ)
Class V	AA/S MQ + 75 units or BA/S MQ + 15 units
Class VI	AA/S MQ + 90 units or BA/S MQ + 30 units or MA/S degree

**HOURLY AND ADJUNCT SALARY SCHEDULE (Effective
7/1/2024)**

Compton Community College District
Hourly and Adjunct Salary Schedule
Effective July 1, 2024

CLASS:	RANGE 1	RANGE 2	RANGE 3	RANGE 4	RANGE 5	RANGE 6
Academic	BA	MA	MA+48	MA+66	MA+84	MA+102
Vocational	AA/S MQ	AA/S MQ +30	AA/S MQ+45	AA/S MQ+60 or BA/S MQ	AA/S MQ +75 or BA/S MQ +15	AA/S MQ+90 or BA/S MQ +30 or MA/S
STEP 1	\$47.36	\$51.38	\$55.74	\$60.48	\$65.61	\$71.19
STEP 2	\$49.78	\$54.04	\$58.66	\$63.62	\$69.02	\$74.92
STEP 3	\$52.41	\$56.85	\$61.71	\$66.93	\$72.63	\$78.77
STEP 4	\$55.11	\$59.81	\$64.89	\$70.39	\$76.38	\$82.90

*MQ = Minimum Qualifications

Academic Placement

Class I	Bachelor's Degree
Class II	Master's Degree
Class III	Master's Degree with a total of 48 units above the Bachelor's degree
Class IV	Master's Degree with a total of 66 units above the Bachelor's degree
Class V	Master's Degree with a total of 84 units above the Bachelor's degree
Class VI	Master's Degree with a total of 102 units above the Bachelor's degree, or earned a Doctorate.

Vocational Placement

Class I	AA/S + 6 years work experience in the area being taught (AA/S MQ)
Class II	AA/S MQ + 30 units
Class III	AA/S MQ + 45 units or
Class IV	AA/S MQ + 60 units or BA/S + 2 years work experience in area taught (BA/S MQ)
Class V	AA/S MQ + 75 units or BA/S MQ + 15 units
Class VI	AA/S MQ + 90 units or BA/S MQ + 30 units or MA/S degree

Appendix [F]

Faculty Selection Procedures

COMPTON COMMUNITY COLLEGE DISTRICT

The hiring procedures set forth in this document are intended to be used to select faculty who will be employed by the Compton Community College District but assigned to perform service at the Compton College.

I. Definitions:

Unless expressly provided otherwise, the following definitions shall apply throughout this document:

- A. “CEO” means the District’s President/Chief Executive Officer of Compton College, or his or her designee.
- B. “District” means the Compton Community College District.
- C. “Compton Senate” means the Academic Senate of the Compton Community College District.
- D. “Federation” means the Compton College Federation of Employees Certificated Unit.
- E. “Board” or “Board of Trustees” means the governing board of the Compton Community College District.
- F. “Division chair” means a faculty member elected to represent a division in connection with the formulation and submission of requests to hire new or replacement faculty, the development of complete and accurate job descriptions for use in hiring, and the identification of faculty to serve on hiring committees.

II. General Provisions:

- A. It is the policy of the District to employ faculty members who meet the State’s minimum qualifications, who are expert in their subject areas, who are skilled in teaching and serving a diverse student population, and who can foster overall educational effectiveness. Selection and assignment of faculty to Compton College shall be based solely on job-related factors relevant to a candidate’s qualifications and capabilities.
- B. Everyone involved in a hiring procedure, but especially administrators and search committee chairpersons, should address the manner in which candidates will be kept informed of the progress of the search and the status of their candidacy throughout the selection process. The goal is to ensure that communication with candidates occurs in a timely and professional manner, and that all candidates are

treated with respect, appropriate consideration, and an understanding that the process is not one sided —just as candidates are being evaluated as potential employees, they are evaluating what it would be like to work for the District.

III. Probationary (Tenure-Track) Faculty Hiring:

A. Requesting a Probationary Position

1. The need for probationary faculty positions will be cooperatively determined by representatives of the following: faculty of a division (including, but not limited to, the division chair), Compton College's Academic Senate and the President/Chief Executive Officer.
2. Formal requests to hire new or replacement faculty shall be submitted to a Hiring Prioritization Committee established by the Academic Senate no later than October of each academic year. Each request shall be based on projected student growth, enrollment trends and demographic changes; the ratio of part-time to full-time faculty in the department; FTE data for course sections taught by full-time faculty, part-time faculty, and full-time faculty on overload; the number of full-time positions that were filled, left vacant, or eliminated during the previous three years; FTES per FTEF data; and other relevant information.
3. The Academic Senate's Hiring Prioritization Committee ("HPC") shall be composed of three representatives of the Compton Senate and two administrators designated by the President/Chief Executive Officer.
4. By the end of November of each academic year, the HPC shall review all of the requests to hire new or replacement faculty and, based on that review, provide the Compton Senate and the President/Chief Executive Officer with a written recommendation regarding the order in which the requests should be approved and faculty recruitment efforts initiated.
5. If the Compton Senate concurs with the HPC's recommendation it shall promptly inform the President/Chief Executive Officer of that fact. If the Compton Senate does not concur, it shall promptly inform the President/Chief Executive Officer of the modifications it believes are necessary and the rationale for those modifications.
6. Based on the recommendation of the HPC, advice from the Compton Senate and other relevant factors (for example, the District's financial ability to afford the hiring of new or replacement probationary faculty), the President/Chief Executive Officer shall determine which recruitment efforts, if any, to initiate and shall inform all interested parties of his or her determination before the end of the calendar year.
7. Notwithstanding anything in this procedure to the contrary, if unanticipated events (e.g. unexpected programmatic needs, late resignation or retirement

of a faculty member, or the death of a faculty member) warrant it, the President/Chief Executive Officer may initiate recruitment efforts to fill other faculty positions on a temporary or permanent basis after the determination made pursuant to the previous paragraph has been made and announced.

B. Beginning the Search Process

1. For each faculty position to be filled, the President/Chief Executive Officer shall establish a search committee consisting of:
 - a. Two tenured faculty members* from the subject area or a related area, one appointed by the Academic Senate and the other by the Federation, both in consultation with the division chair;
 - b. Two tenured faculty members* from outside the division appointed by the Academic Senate;
 - c. One administrator appointed by the President/Chief Executive Officer; and
 - d. One Equal Employment Opportunity Representative designated by the President/Chief Executive Officer, who shall be a non-voting member of the committee.

(*If tenured faculty members are not available to serve on a committee, the President/Chief Executive Officer may appoint qualified probationary faculty to serve in their place.)
2. Additional members may be added to the search committee if a majority of the members deems the addition to be appropriate. Additional members may include, but are not limited to, representatives from a relevant advisory committee or employer group, or instructional assistants or other classified staff members who work with the division where the vacancy exists.
3. Once appointed, the search committee shall elect one of its members to serve as its chairperson. The role of the chairperson shall be to convene meetings of the committee, prepare meeting agendas, preside at committee meetings, and maintain a search file consisting of all of the documents and other materials that are relevant to the recruitment effort and that need to be preserved as a part of the process. The chairperson is also responsible for coordinating the committee's work and ensuring its completeness, as well as overseeing the committee's compliance with this hiring procedure and associated rules and regulations.
4. The chairperson, the administrator appointed by the President/Chief Executive Officer to serve on the committee, and the Equal Employment Opportunity Representative shall insure that each member of the committee

receives appropriate training about the hiring process and his or her obligations as a committee member. Topics covered by the training shall include:

- a. Discussion of District's commitment to equal opportunity, diversity, and student success
 - b. The search and selection process
 - c. The role of the search committee and the responsibilities of its members
 - d. Development of screening criteria
 - e. Writing effective interview questions
 - f. The role of the Equal Employment Opportunity Representative
 - g. Reference checking
 - h. Confidentiality
5. It is the obligation of the Search Committee to evaluate each candidate fully, impartially, and only in terms of the qualifications applicable to the position and made known as such to the candidates. Each committee member must disclose to the committee any facts that might reasonably render the committee member incapable of forming an unbiased opinion with respect to the candidates in question. Such disclosure may result in disqualification from participation on the committee.
- Reasons for disqualification would include, but are not limited to, any association with a candidate regarding financial or real property interests, blood or marital relationship, or any other circumstances that may render a committee member incapable of making an unbiased recommendation. In situations of self-disclosure, the committee chairperson has the responsibility of taking appropriate action following consultation with an appropriate human resources professional. In the event an apparent conflict of interest is discovered through means other than self-disclosure, appropriate actions may include, but are not limited to, reopening the position, exclusion of ratings of the relevant committee member, or censure for unprofessional conduct.
6. Each member of the search committee has a responsibility to protect the integrity and confidentiality of the process. Breaching the confidentiality of the process is a serious offense that risks harming candidates, the reputation of the faculty as a whole, and the institution. Under some circumstances, the individual who divulges confidential information could also be held personally liable for damages.

C. Recruiting for the Position

1. Based on a job description prepared by the District's Office of Human Resources in consultation with the division chair, the search committee shall prepare a job announcement which, after being approved by the President/Chief Executive Officer, will be used in announcing the position. The job announcement shall describe at a minimum:
 - a. the duties and responsibilities the successful candidate will be expected to assume once he or she is employed;
 - b. the minimum qualifications for the position, which shall not extend beyond those established by the Board of Governors of the California Community Colleges;
 - c. the knowledge, skills and ability a successful candidate should possess; and
 - d. other desirable characteristics the search committee seeks to find in candidates including, but not limited to:
 - i. the ability to communicate and work effectively with people of diverse cultural and linguistic backgrounds; and
 - ii. sensitivity to individuals who come from diverse academic, socioeconomic, national and ethnic backgrounds, including those who have disabilities.
2. The search committee shall also develop a proposed recruitment plan that identifies both passive and active methods of recruiting the District should consider. (An example of a passive method is a simple distribution of the job announcement; active methods might include participation in a recruitment fair or faculty attendance at a relevant professional conference for the purpose of encouraging applications). Since the committee should anticipate that recruitment expenses will need to be limited, the plan should be practical and focused — it should emphasize economical ways to ensure broad awareness of the position among well qualified individuals and approaches that are most likely to attract desirable candidates.
3. At a minimum, information about the opening, and the job announcement itself, shall be:
 - a. posted on the District's web site and, if possible, those of Compton College;
 - b. listed on the California Community Colleges Registry (www.cccregistry.org) for posting statewide;

- c. distributed to relevant educational institutions, professional organizations, placement centers, and similar groups;
 - d. advertised in relevant publications;
 - e. distributed to division faculty and staff (as well as other relevant faculty) and to anyone in the appropriate discipline who has either submitted an employment application to the District or otherwise formally expressed interest in faculty employment with the District.;
4. The time between the initial distribution of the announcement and the date on which the committee begins to review applications (the initial application submission date) shall be at least sixty days. However, the announcement shall note that the committee may continue to accept applications after the initial application submission date and that the position will remain open until filled.
 5. The District's Office of Human Resources shall review the job announcement for clarity, appropriateness of the qualifications and desirable characteristics listed, and overall compliance with this hiring procedure and applicable Equal Employment Opportunity guidelines. Once approved by the President/Chief Executive Officer, the final position announcement shall be published by the District.

D. Reviewing Applications and Identifying Candidates to Interview

1. To be considered as a candidate, all applicants must submit the following to the District's Office of Human Resources:
 - a. A cover letter summarizing the candidate's qualifications for the position;
 - b. A completed application for employment on a form specified by the District;
 - c. The names, addresses, and telephone numbers (or other appropriate contact information) of at least three references; and
 - d. Any other relevant information (for example a writing sample, a photographic or similar portfolio, or unofficial transcripts) specified in the job announcement.
2. Human Resources shall review each application for completeness and conduct a preliminary review of each applicant's possession of the applicable minimum qualifications. As soon as possible after the initial application submission date.

Human Resources will notify the chairperson of the search committee that the applications are available for the committee to review and inform the chairperson if any of the applicants fail to meet minimum qualifications or do not unambiguously meet minimum qualifications. If a candidate does not unambiguously meet minimum qualifications, the chairperson shall determine if Human Resources should seek more information from the candidate regarding his or her qualifications or if the candidate should be excluded from further consideration.

3. The search committee shall define the criteria it will use to review application materials and select candidates to be interviewed, however, each criterion must be based on the content of the job announcement. Candidates invited to an interview shall be those who, as determined by the search committee, best meet the qualifications for the position; possess the highest degree of knowledge, skill and ability relevant to the position; and most closely match the desirable characteristics specified in the announcement for the position. Meeting the State's minimum qualifications will not guarantee an interview, and the only candidates to be interviewed shall be those selected by the committee pursuant to this section.

E. Conducting the Interview

1. Before any interviews are commenced, the search committee shall prepare interview questions (including an appropriate follow-up procedure) and, for teaching faculty, a teaching demonstration. The committee may also develop other relevant skills or performance demonstrations (for example a writing exercise) to ensure a thorough assessment of the candidate's qualifications.
2. The search committee shall give candidates at least one week's notice of the date for an interview and, if relevant, the nature of any skills demonstration or other evaluation exercise the committee will require.
3. The search committee shall conduct the interviews using a rating system developed by the committee to evaluate candidate's responses. Individual committee members must be present at every interview to participate in the overall evaluation of candidates.
4. The Equal Employment Opportunity Representative will monitor the search committee's adherence to equal employment opportunity guidelines and requirements regarding appropriate questions and the evaluation of candidate responses.

F. Selecting Finalists

1. Every candidate the search committee selects as a finalist for the position should be an individual the committee, by consensus, believes is an acceptable candidate who can do the job well.

- a. Ordinarily, the search committee should select at least three candidates for each position as finalists and forward their names to the President/Chief Executive Officer. If the committee selects fewer than three candidates as finalists, the committee shall explain its reasons for doing so and the President/Chief Executive Officer shall review the applications of all of the candidates the committee interviewed. After reviewing the committee's explanation and the relevant applications, the President/Chief Executive Officer may either:
 - i. refer the matter back to the committee with comments and a request for further review and reconsideration of its recommendation, or
 - ii. accept the candidates forwarded by the committee as the only finalists, or
 - iii. halt the selection process and, if he or she determines it is warranted, reopen the position.
 - b. In no event shall the committee select more than five candidates for each position as finalists.
2. The District's Office of Human Resources (with the assistance of the committee chair and other committee members, if appropriate) shall inquire into the background, qualifications and experience of each finalist by speaking with his or her references and others who are likely to have relevant information about the candidate's suitability for employment as a faculty member.
3. Following the reference checks, each of the finalists shall be interviewed by the President/Chief Executive Officer and, if he or she determines it is appropriate, any other administrator he or she designates. The President/Chief Executive Officer may also invite the chairperson of the search committee or, in the alternative, all of the committee members to sit in on the final interview, but if any of them accept such an invitation they must attend all of the final interviews.
4. The President/Chief Executive Officer may also develop relevant skills or performance demonstrations (for example, conducting all or part of an actual class session) that each finalist will be asked to complete
5. The President/Chief Executive Officer shall select the finalist to be recommended to the Board for appointment to the position.

G. Finalizing the Selection

At the conclusion of the process, the chairperson of the search committee shall collect the following documents and submit them to the Office of Human Resources in the order listed to formally conclude the search:

- A copy of the job announcement
- A roster listing the names and contact information of search committee members
- A copy of relevant applicant pool statistics
- The completed rating forms (or other screening instrument) each committee member used during the review of applications to determine which candidates to invite for an interview
- A copy of the interview questions, skills demonstration or other assessment materials used during the interviews
- Any documents or other materials that were produced or created by candidates or committee members in connection with any skills demonstration or other assessment activity
- A copy of all correspondence sent to candidates
- The original application materials submitted by each candidate in alphabetical order.

IV. Full-Time Temporary Faculty

A. Requesting a Full-Time Temporary Position

1. The need for probationary faculty positions will be cooperatively determined by representatives of the following: faculty of a division (including, but not limited to, the division chair), Compton College's Academic Senate, and the President/Chief Executive Officer.
2. Formal requests to hire a full-time temporary faculty member for one academic term, one academic year, or some other specified period may be submitted to the President/Chief Executive Officer by a dean at any time as the need arises. Each request shall be based on:
 - a. the need temporarily to replace a full-time faculty member on leave;
 - b. the unanticipated resignation or absence of a full-time faculty member; or

- c. documented student enrollment growth or curriculum needs that can best be addressed by retaining a full-time temporary faculty member rather than a part-time temporary employee.
- 3. The President/Chief Executive Officer shall forward all requests to hire full-time temporary faculty members to a committee composed of two representatives of the Compton Senate, and an administrator designated by the President/Chief Executive Officer.
- 4. The committee shall review each request and make a recommendation to the President/Chief Executive Officer regarding the request. After reviewing the committee's recommendation, the President/Chief Executive Officer shall determine whether the request will be approved or not.

B. Beginning the Search Process

- 1. For each full-time temporary faculty position to be filled, the President/Chief Executive Officer shall establish a search committee consisting of:
 - a. Two probationary or tenured faculty members from the subject area or a related area, one appointed by the Academic Senate and the other by the Federation, both in consultation with the division chair;
 - b. Two probationary or tenured faculty members from outside the division appointed by the Academic Senate;
 - c. One administrator appointed by the President/Chief Executive Officer; and
 - d. One Equal Employment Opportunity Representative designated by the President/Chief Executive Officer, who shall be a non-voting member of the committee.
- 2. Additional members may be added to the search committee if a majority of the members deems the addition to be appropriate. Additional members may include, but are not limited to, representatives from a relevant advisory committee or employer group, or instructional assistants or other classified staff members who work with the division where the vacancy exists.
- 3. Once appointed, the search committee shall elect one of its members to serve as its chairperson. The role of the chairperson shall be to convene meetings of the committee, prepare meeting agendas, preside at committee meetings, and maintain a search file consisting of all of the documents and other materials that are relevant to the recruitment effort and that need to be preserved as a part of the process. The chairperson is also responsible for coordinating the committee's work and ensuring its completeness, as well

as overseeing the committee's compliance with this hiring procedure and associated rules and regulations.

4. The chairperson, the administrator appointed by the President/Chief Executive Officer to serve on the committee, and the Equal Employment Opportunity Representative shall insure that each member of the committee receives appropriate training about the hiring process and his or her obligations as a committee member. Topics covered by the training shall include:
 - a. Discussion of District's commitment to equal opportunity, diversity, and student success
 - b. The search and selection process
 - c. The role of the search committee and the responsibilities of its members
 - d. Development of screening criteria
 - e. Writing effective interview questions
 - f. The role of the Equal Employment Opportunity Representative
 - g. Reference checking
 - h. Confidentiality
5. It is the obligation of the Search Committee to evaluate each candidate fully, impartially, and only in terms of the qualifications applicable to the position and made known as such to the candidates. Each committee member must disclose to the committee any facts that might reasonably render the committee member incapable of forming an unbiased opinion with respect to the candidates in question. Such disclosure may result in disqualification from participation on the committee. Reasons for disqualification would include, but are not limited to, any association with a candidate regarding financial or real property interests, blood or marital relationship, or any other circumstances that may render a committee member incapable of making an unbiased recommendation. In situations of self-disclosure, the committee chairperson has the responsibility of taking appropriate action following consultation with an appropriate human resources professional. In the event an apparent conflict of interest is discovered through means other than self-disclosure, appropriate actions may include, but are not limited to, reopening the position, exclusion of ratings of the relevant committee member, or censure for unprofessional conduct.
6. Each member of the search committee has a responsibility to protect the integrity and confidentiality of the process. Breaching the confidentiality of

the process is a serious offense that risks harming candidates, the reputation of the faculty as a whole, and the institution. Under some circumstances, the individual who divulges confidential information could also be held personally liability for damages.

C. Recruiting for the Position

1. Based on a job description prepared by the District's Office of Human Resources in consultation with division chair, the search committee shall prepare a job announcement which, after being approved by the President/Chief Executive Officer, will be used in announcing the position. The job announcement shall describe at a minimum:
 - a. the duties and responsibilities the successful candidate will be expected to assume once he or she is employed;
 - b. whether the successful candidate will be employed in the position for one academic term, one academic year, or some other specified period;
 - c. the minimum qualifications for the position, which shall not extend beyond those established by the Board of Governors of the California Community Colleges;
 - d. the knowledge, skill and ability a successful candidate should possess; and
 - e. other desirable characteristics the search committee seeks to find in candidates including, but not limited to:
 - i. the ability to communicate and work effectively with people of diverse cultural and linguistic backgrounds; and
 - ii. sensitivity to individuals who come from diverse academic, socioeconomic, national and ethnic backgrounds, including those who have disabilities.
2. The District's Office of Human Resources shall review the job announcement for clarity, appropriateness of the qualifications and desirable characteristics listed, and overall compliance with this hiring procedure and applicable Equal Employment Opportunity guidelines. Once approved by the President/Chief Executive Officer, the final position announcement shall be published by the District.
3. Information about the opening, and the job announcement itself, shall be posted on the District's website, and distributed broadly in ways that are designed to ensure broad awareness of the position among well qualified individuals. The job announcement shall also be distributed to division

faculty and staff (as well as other relevant faculty) and to anyone in the appropriate discipline who has either submitted an employment application to the District or otherwise formally expressed interest in faculty employment with the District.

4. The time between the initial distribution of the announcement and the date on which the committee begins to review applications (the initial application submission date) shall be at least thirty days. However, the announcement shall note that the committee may continue to accept applications after the initial application submission date and that the position will remain open until filled.

D. Reviewing Applications and Identifying Candidates to Interview

1. To be considered as a candidate, all applicants must submit the following to the District's Office of Human Resources:
 - a. A cover letter summarizing the candidate's qualifications for the position;
 - b. A completed application for employment on a form specified by the District;
 - c. The names, addresses, and telephone numbers (or other appropriate contact information) of at least three references; and
 - d. Any other relevant information (for example a writing sample, a photographic or similar portfolio, or unofficial transcripts) specified in the job announcement.
2. Human Resources shall review each application for completeness and conduct a preliminary review of each applicant's possession of the applicable minimum qualifications. As soon as possible after the initial application submission date, Human Resources will notify the chairperson of the search committee that the applications are available for the committee to review and inform the chairperson if any of the applicants fail to meet minimum qualifications or do not unambiguously meet minimum qualifications. If a candidate does not unambiguously meet minimum qualifications, the chairperson shall determine if Human Resources should seek more information from the candidate regarding his or her qualifications or if the candidate should be excluded from further consideration.
3. The search committee shall define the criteria it will use to review application materials and select candidates to be interviewed, however, each criterion must be based on the content of the job announcement. Candidates invited to an interview shall be those who, as determined by the search committee, best meet the qualifications for the position; possess the highest degree of knowledge, skill and ability relevant to the position; and most

closely match the desirable characteristics specified in the announcement for the position. Meeting the State's minimum qualifications will not guarantee an interview

E. Conducting the Interview

1. The search committee shall give candidates at least one week's notice of the date for an interview and, if relevant, the nature of any skills demonstration or other evaluation exercise the committee will require.
2. The search committee shall prepare interview questions, skills demonstrations or evaluation exercises in advance. The preparation shall include an appropriate follow-up procedure to ensure a thorough assessment of the candidate's qualifications, and may include development of teaching demonstrations, writing exercises, or other performance demonstrations relevant to the position.
3. The search committee shall conduct the interviews using a rating system developed by the committee to evaluate candidate's responses. Individual committee members must be present at every interview to participate in the overall evaluation of candidates.
4. The Equal Employment Opportunity Representative will monitor the search committee's adherence to equal employment opportunity guidelines and requirements regarding appropriate questions and the evaluation of candidate responses.

F. Selecting Finalists

1. Every candidate the search committee selects as a finalist for the position should be an individual the committee, by consensus, believes is an acceptable candidate who can do the job well.
 - a. Ordinarily, the search committee should select at least three candidates for each position as finalists and forward their names to the President/Chief Executive Officer. If the committee selects fewer than three candidates as finalists, the committee shall explain its reasons for doing so and the President/Chief Executive Officer shall review the applications of all of the candidates the committee interviewed. After reviewing the committee's explanation and the relevant applications, the President/Chief Executive Officer may either:
 - i. refer the matter back to the committee with comments and a request for further review and reconsideration of its recommendation, or

- ii. accept the candidates forwarded by the committee as the only finalists, or
 - iii. halt the selection process and, if he or she determines it is warranted, reopen the position.
 - b. In no event shall the committee select more than five candidates for each position as finalists.
- 2. The District's Office of Human Resources (with the assistance of the committee chair and other committee members, if appropriate) shall inquire into the background, qualifications and experience of each finalist by speaking with his or her references and others who are likely to have relevant information about the candidate's suitability for employment as a faculty member.
- 3. Following the reference checks, the President/Chief Executive Officer shall do one of the following:
 - a. Designate an administrator to interview each of the finalists and make a recommendation to the President/Chief Executive Officer about the finalists. If there are such interviews, the administrator may invite the chairperson of the search committee or, in the alternative, all of the committee members to sit in on the final interview, but if any of them accept such an invitation they must attend all of the final interviews.
 - b. Meet with the chairperson of the search committee or, in the alternative, the committee as a whole, regarding the finalists and to elicit the committee's recommendation about whom to recommend to the Board, if anyone.
- 4. The President/Chief Executive Officer shall select the finalist to be recommended to the Board for appointment to the position.

G. Finalizing the Selection

At the conclusion of the process, the chairperson of the search committee shall collect the following documents and submit them to the Office of Human Resources in the order listed to formally conclude the search:

- A copy of the job announcement
- A roster listing the names and contact information of search committee members
- A copy of relevant applicant pool statistics
- The completed rating forms (or other screening instrument) each committee member used during the review of applications to determine which candidates to invite for an interview

- A copy of the interview questions, skills demonstration or other assessment materials used during the interviews
- Any documents or other materials that were produced or created by candidates or committee members in connection with any skills demonstration or other assessment activity
- A copy of all correspondence sent to candidates
- The original application materials submitted by each candidate in alphabetical order.

H. Emergency Hires

Notwithstanding anything in this procedure to the contrary, the President/Chief Executive Officer may, after consulting with the President of the Compton Senate, initiate an abbreviated recruitment effort (to the extent possible utilizing existing recruitment pools for faculty) and fill a faculty position on a full-time temporary basis when the position needs to be filled urgently because of unforeseeable programmatic needs, or the late resignation, retirement, or death of a faculty member.

V. **Part-Time Temporary Faculty**

The goal of every hiring process is to select the qualified candidate who best meets the needs of the institution and its students. That proposition applies to part-time faculty hiring as much as it does to full-time faculty hiring since the District cannot accomplish its mission without a diverse part-time faculty who are dedicated to student success. In addition, employment as a part-time faculty member can often enhance an individual's resume and strengthen his or her candidacy for a probationary position. As a result, the District is committed to an open and inclusive hiring process that provides a fair opportunity for all qualified candidates to apply and be considered.

A. Recruitment

1. At least six weeks before the beginning of each academic term, the Dean of each division shall identify disciplines in which additional part-time faculty may be needed and forward a list of potential part-time temporary teaching opportunities for new hires to the District's Office of Human Resources.
2. Using information about potential part-time temporary teaching opportunities received from the Deans, Human Resources shall develop and maintain a recruitment pool consisting of a diverse group of likely applicants for part-time temporary faculty positions.
3. Development of the recruitment pool shall begin with the publication of an announcement that identifies the disciplines in which additional part-time faculty may be needed and lists:

- a. the minimum qualifications for each subject area, which shall not extend beyond those established by the Board of Governors of the California Community Colleges;
 - b. the knowledge, skill and ability successful part-time temporary faculty should possess; and
 - c. other desirable characteristics including, but not limited to:
 - i. the ability to communicate and work effectively with people of diverse cultural and linguistic backgrounds; and
 - ii. sensitivity to individuals who come from diverse academic, socioeconomic, national and ethnic backgrounds, including those who have disabilities.
4. To be included in the District's recruitment pool, an individual must submit a completed employment application to Human Resources; the names, addresses, and telephone numbers (or other appropriate contact information) of at least three references; and transcripts that reflect his or her possession of the applicable minimum qualifications. (Unofficial transcripts will be accepted for inclusion in the recruitment pool, but cannot replace official transcripts, which must be submitted before an individual is actually employed as a faculty member.)
 5. Before including an individual in the recruitment pool, Human Resources shall review his or her employment application for completeness and conduct a preliminary review of the individual's possession of the applicable minimum qualifications. If the employment application is incomplete, or if the individual does not appear to meet the applicable minimum qualifications, the application shall be returned to the individual with an appropriate explanation and, if relevant, a request for further information. If the employment application is complete, but the individual does not appear unambiguously to meet minimum qualifications, Human Resources shall place a prominent notation on his or her application that will alert subsequent reviewers to the problem and highlight the nature of the concern.
 6. Once included in the recruitment pool, an individual shall be considered as an active member of the pool and an applicant for part-time temporary faculty positions for a period of two years.

B. Screening and Selection

1. The Dean (or his or her designee) and the division chair (or at least one probationary or tenured faculty member) shall review the applications of all active members of the recruitment pool who possess the minimum qualifications needed and, based on the particular needs of the division or

program and the students to be served, invite the best qualified applicants to an interview.

2. While the interviews shall be conducted by the Dean (or his or her designee) and the division chair (or at least one probationary or tenured faculty member), the interview committee does not need to be composed of the same individuals who selected the applicants to be interviewed. In any case, the interview committee shall prepare interview questions in advance, and may include development of teaching demonstrations, writing exercises, or other performance demonstrations relevant to the position.
3. The Dean shall select the applicant or applicants to be recommended to the President/Chief Executive Officer for employment as part-time temporary faculty, but he or she shall refrain from making any formal offers of employment until the President/Chief Executive Officer has approved the action..

C. Emergency Hires

Notwithstanding anything in this procedure to the contrary, the President/Chief Executive Officer may authorized the Dean to initiate an abbreviated recruitment effort to hire a part-time temporary faculty member when an assignment must be filled urgently to meet program or service needs and no active member of the recruitment pool who is qualified for the assignment is available.

APPENDIX [G]

Memorandum of Understanding

Administrators who have served as District faculty members will receive credit for years of service while employed as an administrator and the credit will be counted on the faculty salary schedule. For example, if a person served as a faculty member for 10 years and went into Administration for 5 years, his/her salary placement would increase by five steps if he/she returns to a faculty position as a full-time faculty member. In order to qualify, one must have served in the faculty prior to becoming an administrator.

APPENDIX [H]

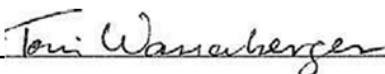
Memorandum of Understanding Between The Compton Community College District And The Compton Community College Federation Of Employees (Certificated Unit)

February 9, 2009

This memorandum of Understanding ("MOU") is entered into on February 9, 2009 between the Compton Community College District ("the District") and the Compton Community College Federation of Employees, Certificated Unit ("the Federation").

WHEREAS, in light of AB 591, amending Education Code Section 87482.5, it is hereby agreed that effective January 1, 2009, the term "Part-Time Temporary" refers to faculty employed for not more than 67 percent of the hours per week considered a full-time assignment for regular employees having comparable duties. Service in professional ancillary activities by persons employed as "Part-Time Temporary," including but not necessarily limited to governance, staff development, grant writing, and advising student organizations, shall not be used for purposes of calculating eligibility for contract or regular status.

Dated: February 9, 2009 **For the Compton Community College Federation of
Employees (Certificated Unit)**

By: 
Name: TONI WASSERBERGER
President, CCCFE (Certificated)

Dated: February 9, 2009 **For the Compton Community College District**

By: 
Name: ~~LAWRENCE~~ M. COX, Ph.D.
Compton Community College District