

Appendix A

Cabrillo College Faculty Absence Report

1) Name: _____

2) Reason for Absence (check one – numbers are contract article references):

- ☐ Personal Illness (10.2) ☐ Personal Necessity (10.3) Specify: _____
- ☐ Bereavement (10.4) Specify Relationship: _____
- ☐ Individual Responsibility (10.5) Specify Circumstances: _____
- ☐ Judicial (includes Jury Duty, 10.9) ☐ Conference (District Approved)

3a) Class Absence:

Date(s) and Day of Week	Number of Hours Absent	Name of Class: (e.g.: ACCT 1A or DM 4)	Substitute used? (y/n)

Office Use Only

Assignment Weight	Hours x Weight

3b) Counseling, Library, Academic Specialist, or other non-class Absence:

Date(s) and Day of Week	Number of Hours Absent	Description of Assignment(s):	Substitute used? (y/n)

Office Use Only

Assignment Weight	Hours x Weight

4) I certify that I was absent from duty for the reasons and for the length of time stated above.

Signature & Date: _____

Office Use Only

(1) Total Weighted Hrs

DataTel ID	(2) Base Load (contract and adjunct fac)	(3) Paid Overload TU's (contract faculty only)	(4) Total TU's = (2) + (3)	Hours Deducted = 40 x (1) / (4)
	15 TU's			
Division Dean Signature & Date: _____				

Distribution, upon completion by division office: original to Payroll, 1 copy to faculty member, 1 copy to division office

Notes on use of Faculty Absence Report:

Basic Guidelines:

- Each fulltime faculty member is entitled to 10 days of sick leave per year. Each adjunct faculty member is entitled to a proportional amount of sick leave. This allows the adjunct faculty to miss one normal week's worth of their assignment each semester.
- Cabrillo College tracks accumulated sick leave by hours with 5 days = 1 week = 40 hours.
- A faculty member will have sick leave deducted at a rate that is proportional to amount of a normal full time work-week the faculty member missed.
- If a faculty member missed half of a normal week's full time assignment, then half a week's leave, or 20 hours, would be deducted.
- If a faculty member missed 1/5 of a normal week's full time assignment, then 1/5, or 8 hours, would be deducted.
- Office Hours are assumed part of class or other assignment missed and are not listed explicitly upon the absence report.

General Rule for Assignment Weight for class assignments:

Assignment weight is the amount of TU's that one hour of the assignment generates, assuming the assignment is taught over the full length of the semester.

Calculation:

Weight = # TU's / # Hours class would meet in a week for a normal semester length class

Examples of Assignment Weights:

Normal lecture = 1 TU / 1 Hour = 1.0

Lab or Studio Art = 0.75

Science Lab (as specified in 11.2.2.5) = 0.80

Physical Education = 0.75

3 unit class with composition factor = 1.33

4 unit class with composition factor = 1.25

5 unit class with composition factor = 1.20

Class with writing factor = 1.25

Academic Specialists with 36 scheduled hours per week = 15 TU / 36 hrs = 1/2.4 = 0.41667

Children's Center = 15 TU's / 40 hours = 3 / 8 = .375

Absent during Flex Days = 0.75

Types:

- Personal Necessity may require prior approval
- Absence due to district approved conference does not result in a deduction from sick leave
- Complete description of restrictions, guidelines, and limitations for all leaves is found in the contract

Appendix E

Writing Factor Program

The purpose of this appendix is to define the conditions under which Article 11.2.2.10 will be implemented.

1. Courses from any department except English may receive Writing Factor credit provided they meet the conditions specified in this contract. The English Department is exempt due to the Composition Factor specified in 11.2.2.8.
2. A subcommittee of the Curriculum Committee shall determine whether any new courses submitted for inclusion in the Writing Factor Program meet the criteria set forth in Article 11.2.2.10 of this contract. The committee shall compile a waiting list of qualified new courses arranged in order of approval.

3. List of Writing Factor courses approved as of 2001-02:

Anthropology 2, 6, 7, 8, 9A, 9B, 9C, 11, 16

ECE 31/131, 32

History 2A, 2B, 4A, 4B, 14, 15, 16C, 17A, 17B, 18, 19A, 19B, 19C, 20A-Z, 21A, 21B, 29A, 29B, 39A-Z, 39B

Philosophy 39, 49

Political Science 1, 5

Appendix F
Cabrillo College
Contract Regular Faculty Salary Schedule
2010-2011
(Annual Rate)
 Effective August 23, 2010
 175 Days

Class >	1	2	3	4	5	6
Step	BA or Specific Minimum Requirements	MA/MS	MA/MS +15 Units (BA +45 Units)	MA/MS +30 Units (BA +60 Units)	MA/MS +45 Units (BA +75 Units)	MA/MS +60 Units (BA + 90 Units)
1	50,068	51,683	53,301	54,921	56,538	58,157
2	51,975	53,575	55,174	56,775	58,377	59,975
3	54,377	55,978	57,579	59,177	60,780	62,380
4	56,781	58,380	59,982	61,582	63,183	64,782
5	59,184	60,784	62,386	63,989	65,588	67,184
6	61,586	63,188	64,790	66,393	67,990	69,590
7	63,993	65,593	67,190	68,794	70,392	71,993
8	66,393	67,994	69,597	71,195	72,800	74,395
9	68,797	70,395	71,999	73,599	75,204	76,801
10	71,198	72,802	74,400	76,000	77,604	79,202
11	71,198	72,802	74,400	76,874	78,717	80,555
12	71,198	72,802	74,400	77,748	79,832	81,908
13	71,198	72,802	74,400	78,621	80,949	83,263
14	71,198	72,802	74,400	79,495	82,063	84,615
15				80,372	83,200	85,973
16				81,969	83,896	86,935
17					84,617	87,896
18					85,338	88,858
19					86,058	89,818
20					86,778	90,783
21					88,486	91,742
22						92,705
23						93,667
24						94,627
25						95,587
26						97,413
Doctorate Stipend:					\$3,343	
Note: Step 9 is the maximum initial salary placement for academic year.						

Last update: July 1, 2010 (effective dates only)
 Last salary update effective: 8/27/07

Appendix G.1
Cabrillo College
Adjunct and Overload Faculty Salary Schedule
2010-2011
(Rate Per Unit)
Effective August 23, 2010

Class >	1	2	3	4	5	6
	BA or Specific Minimum Requirements	MA/MS	MA/MS +15 Units (BA +45 Units)	MA/MS +30 Units (BA +60 Units)	MA/MS +45 Units (BA +75 Units)	MA/MS +60 Units (BA + 90 Units)
Step						
1	1,051	1,085	1,119	1,153	1,187	1,221
2	1,091	1,125	1,159	1,192	1,226	1,259
3	1,142	1,176	1,209	1,243	1,276	1,310
4	1,192	1,226	1,260	1,293	1,327	1,360
5	1,243	1,276	1,310	1,344	1,377	1,411
6	1,293	1,327	1,361	1,394	1,428	1,461
7	1,344	1,377	1,411	1,445	1,478	1,512
8	1,394	1,428	1,462	1,495	1,529	1,562
9	1,445	1,478	1,512	1,546	1,579	1,613
10	1,495	1,529	1,562	1,596	1,630	1,663
11	1,495	1,529	1,562	1,614	1,653	1,692
12	1,495	1,529	1,562	1,633	1,676	1,720
Doctorate Stipend: \$70 per unit						
Note: Step 9 is the maximum initial salary placement for academic year.						

Last update: July 1, 2010 (effective dates only)
Last salary update effective: 8/27/07

Appendix G.2
Cabrillo College
Adjunct and Overload Academic Specialist Faculty Salary Schedule
2010-2011
(Rate Per Unit)
Effective August 23, 2010

Class >	1	2	3	4	5	6
Step	BA or Specific Minimum Requirements	MA/MS	MA/MS +15 Units (BA +45 Units)	MA/MS +30 Units (BA +60 Units)	MA/MS +45 Units (BA +75 Units)	MA/MS +60 Units (BA + 90 Units)
1	1,335	1,378	1,421	1,465	1,508	1,551
2	1,386	1,429	1,471	1,514	1,557	1,599
3	1,450	1,493	1,535	1,578	1,621	1,663
4	1,514	1,557	1,600	1,642	1,685	1,728
5	1,578	1,621	1,664	1,706	1,749	1,792
6	1,642	1,685	1,728	1,770	1,813	1,856
7	1,706	1,749	1,792	1,835	1,877	1,920
8	1,770	1,813	1,856	1,899	1,941	1,984
9	1,835	1,877	1,920	1,963	2,005	2,048
10	1,899	1,941	1,984	2,027	2,069	2,112
11	1,899	1,941	1,984	2,050	2,099	2,148
12	1,899	1,941	1,984	2,073	2,129	2,184
Doctorate Stipend: \$89 per unit						
Note: Step 9 is the maximum initial salary placement for academic year.						

Last update: July 1, 2010 (effective dates only)
Last salary update effective: 8/27/07

Appendix H
Cabrillo College
Children Center Teachers Salary Schedule
2010-2011
(Annual Rate)
Effective August 25, 2010
190 days

STEP	CLASS I At least 60 units to include a California Child Dev. Teacher Permit	CLASS II At least 75 units to include a California Child Dev. Teacher Permit	CLASS III At least 90 Units to include a California Child Dev. Teacher Permit	CLASS IV At least a BA to include a California Child Dev. Teacher Permit
1	26,627	28,772	33,604	35,048
2	27,687	29,899	34,948	36,382
3	28,772	31,096	36,342	38,064
4	29,923	32,339	37,798	39,747
5		33,632	39,306	41,427
6			40,880	43,110
7			42,515	44,795
8				46,474
9				48,158
10				49,840
11				49,840
12				49,840
13				49,840
14				49,840
15				51,523
Note: Step 9 is maximum initial salary placement per CCFT contract, Article 13.1.3.3				

Last updated: July 1, 2010 (effective dates only)
Last salary update effective: 8/27/07



CCFT CONTRACT AGREEMENT

APPENDIX I

AVAILABILITY STATEMENT

ADJUNCT UNIT MEMBERS

To: _____ Date: _____

From: _____ Division & Dept. _____

I. Check all that apply:

- ☐ A. I am interested in an adjunct assignment as indicated in section II below.
- ☐ B. I will NOT be available for an adjunct assignment until _____.
(Non-availability cannot exceed four semesters).

II. If you checked item A above, please indicate your course, day and time availabilities:

Check session and indicate year:

☐ Summer _____ ☐ Fall _____ ☐ Wintersession _____ ☐ Spring _____

A. In order of preference, list the courses you would like to teach:

B. Check the times you are available:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning						
Afternoon						
Evening						

C. If you have specific time, day, or course restrictions or special considerations, please note them here:

D. Online Assignments:

- ☐ I am not currently available for online assignments
- ☐ I am available to teach the following courses/assignments in an online format: _____

Signature: _____ Date: _____

RETURN THIS FORM TO DIVISION OFFICE

Appendix J

Notification of Evaluation Contract and Regular Faculty

To: _____

Date: _____

From: _____

Division Administrator

Pursuant to the collective bargaining agreement between the District and CCFT, contract probationary faculty are evaluated once during each of their first three semesters, once in their third year, and in the fall semester of their fourth year, prior to the granting of regular status. Regular tenured faculty are evaluated once every three years.

This semester is an evaluation period for you. Please provide the following information and return this form to me no later than _____, so that the evaluation may proceed in a timely manner.

If you have any questions concerning the evaluation process, please refer to Article 17 – Evaluation, of the CCFT collective bargaining agreement.

Evaluation Team

You will be evaluated by a team consisting of no less than two (2) academic staff, including the appropriate administrator or his/her administrative designee, who shall chair the team. You shall select the other team member. Whenever possible, the team shall consist of at least one person within the discipline or field of the evaluatee. If the evaluatee teaches a distance education class, whenever possible, one of the team members shall have experience teaching distance education courses. At the option of you or the appropriate administrator, a third team member may be selected by the appropriate administrator from a list of three (3) or more faculty members submitted by you. For contract and probationary faculty, a team of three (3) is required during the first three evaluations. Regular, tenured faculty may request the “sixth year option” involving only a single peer evaluation, a self-evaluation, and the final evaluation if they meet the criteria of Article 17.7.10.

Please indicate your selection for the evaluation team:

Team Faculty Member _____
Name

Please list three additional faculty members from which a third team member could be selected:

Optional Team Member: Is a third team member requested?

Yes _____ No _____

Faculty member qualifies for the “sixth year option?”

Yes _____ No _____

If yes, do you request the “sixth year option?”

Yes _____ No _____

Acknowledgement

I acknowledge that I have received a Notification of Evaluation

Date: _____

Signed: _____

Appendix K
Notification of Evaluation
Adjunct Faculty

To: _____

Date: _____

From: _____
Division Administrator

Pursuant to the collective bargaining agreement between the District and CCFT, adjunct faculty are evaluated during the first and third semesters worked, and then every three years except as provided in 17.6.9. This semester is an evaluation period for you.

If you have any questions concerning the evaluation process, please refer to Article 17 - Evaluation, of the CCFT collective bargaining agreement.

Please acknowledge that you have received this Notice of Evaluation by signing where indicated below and returning a copy of this form to me by _____.

By the end of the fifth week, your Dean will provide you with the name of the evaluator. You then have the option to return the form to the Dean with a request for a second evaluator (See Article 17.8).

Acknowledgement

I acknowledge that I have received a Notification of Evaluation, and I understand that I will be evaluated during the _____ semester.

Date: _____

Signed: _____

Appendix L

Academic Employee Final Written Evaluation

Name: _____ Period Covered by Evaluation: _____

The following statement is prepared as a summary of the performance of the academic employee relative to criteria listed in Article 17 on reverse side. Attach additional pages as needed.

Full Time Faculty Only:
____ Check here if the 6th
year option was utilized for
this evaluation

Faculty Evaluator's Signature

Written Response Attached

Date

Faculty Evaluator's Signature

Written Response Attached

Date

All team members must sign the final written evaluation before it is given to the evaluatee.

Division Administrator's Signature

Date

Recommendation if work is less than satisfactory:

Division Reevaluation next semester

Administrative Evaluation

Non-reemployment

Evaluatee's Signature

Written Response Attached

Date

Signature by the person being evaluated only acknowledges that she/he has reviewed this document. It does not mean or imply agreement with its contents.

VPI's Signature

Date

Academic Employee Final Written Evaluation Criteria

The following criteria should be considered (as referenced in CCFT Collective Bargaining Agreement, Article 17):

- 1) **Classroom Performance** The faculty member demonstrates effective performance in classroom teaching or in carrying out other primary responsibilities and assignments including: (a) currency and depth of knowledge of teaching field or job duties; (b) proficiency in written and oral English enabling clear, effective communication to students, staff and colleagues; (c) use of teaching or job specific methods and materials challenging to the student and appropriate to the subject matter, responsive to the needs of students, and consistent with curriculum requirements and coordination/sequencing; this is not intended to discourage use within a department of a variety of successful pedagogical approaches to learning; (d) careful attention to effective organizational skills in the classroom or work site; (e) provision to students of appropriate class materials including a course syllabus with course outlines, course objectives, method of assessment, grading criteria and other classroom policies; (f) appropriate measurement of student progress; (g) evidence of course objectives being met; and (h) in the case of contract, temporary contract, and regular faculty, consistent responsibility in fulfilling official college requirements, including, as a baseline, those outside-the-classroom assignments such as attending division and department meetings, participating on search and selection committees, participation on evaluation teams, contributing to curriculum development, participating in program planning, and participating in college governance as needed.

Distance Education Courses – In addition to the above, all distance education courses, whether hybrid or fully online, include demonstration of regular effective contact. The instructor (a) regularly initiates interaction with students to determine that they are accessing and comprehending course materials, (b) Is available at least the same number of instructor contact hours per week that would be available for face-to-face students, and (c) establishes and publishes, in the course syllabus or other course documents, an expectation for frequency and timeliness of instructor initiated contact and instructor feedback. The instructor uses one or more of the following resources to initiate and maintain contact with students: threaded discussions, email, announcements in the learning management system, timely feedback for student work, instructor prepared online lectures or introductions in the form of online lectures to any publisher created materials, that combined with other course materials, creates the “virtual equivalent” of the face-to-face class.

- 2) **Students** Faculty member demonstrates: (a) patience, fairness, and promptness in the evaluation and discussion of student work; (b) respect for and responsiveness to needs of a diverse student population and their special circumstances where appropriate; (c) maintenance of contractual obligations to hold regular and timely office hours; (d) respect for the right of students to voice opinions and concerns; (e) willingness and availability to assist students; and (f) respect for students' rights as outlined in the Student Rights and Responsibilities Handbook.
- 3) **Colleagues** Faculty member shall show respect for colleagues and the teaching profession by: (a) acknowledging and defending the free inquiry of their associates in the exchange of critique and ideas; (b) respecting the right of others to express a variety of opinions; (c) acknowledging academic debts (credit works to avoid plagiarism); (d) acknowledging achievements and areas in need of improvement; (e) acting in accordance with the ethics of the profession and with a sense of personal integrity; and (f) acting in a manner that does not disrupt colleagues' performance of duties.
- 4) **Professional Growth and Responsibilities** Faculty member shall demonstrate continued professional growth by: (a) continued participation in self-initiated professional activities such as course work, attendance at workshops, seminars, professional meetings, publications, conference presentations, artistic exhibits/performances, classroom research, development of new curriculum, and community involvement specific to academic area and other appropriate activities; and (b) active participation in collegial governance and campus life including serving on committees.
- 5) **Special Assignments or Reassigned Duties** Faculty member shall (a) perform assigned duties; and (b) perform appropriate record keeping, correspondence, coordination and reporting.



Appendix L.1
Faculty Self- Evaluation
(Criteria listed in Article 17.3 CCFT contract on reverse side)

Name: _____

Date: _____

- | | |
|----|--|
| 1. | How has your teaching* evolved over the last few years?
Of what are you most proud? |
| 2. | In terms of classroom instruction*, including the assessment of student learning outcomes, what have you learned about student needs, issues and your own teaching? How will you implement what you learned? |
| 3. | What additional professional goals do you have for the next few years?
What steps do you plan to take to accomplish these goals? |
| 4. | Since your last evaluation, how have you participated in college governance?
What area(s) of college governance would you like to get involved in over the next few years?
A response to question 4 is optional for adjunct faculty. |

**For faculty who are not in the classroom, interpret this question as it relates to your assignment.*

Appendix L.1

Academic Employee Final Written Evaluation Criteria

The following criteria should be considered (as referenced in CCFT Collective Bargaining Agreement, Article 17):

- 1) **Classroom Performance** The faculty member demonstrates effective performance in classroom teaching or in carrying out other primary responsibilities and assignments including: (a) currency and depth of knowledge of teaching field or job duties; (b) proficiency in written and oral English enabling clear, effective communication to students, staff and colleagues; (c) use of teaching or job specific methods and materials challenging to the student and appropriate to the subject matter, responsive to the needs of students, and consistent with curriculum requirements and coordination/sequencing; this is not intended to discourage use within a department of a variety of successful pedagogical approaches to learning; (d) careful attention to effective organizational skills in the classroom or work site; (e) provision to students of appropriate class materials including a course syllabus with course outlines, course objectives, method of assessment, grading criteria and other classroom policies; (f) appropriate measurement of student progress; (g) evidence of course objectives being met; and (h) in the case of contract, temporary contract, and regular faculty, consistent responsibility in fulfilling official college requirements, including, as a baseline, those outside-the-classroom assignments such as attending division and department meetings, participating on search and selection committees, participation on evaluation teams, contributing to curriculum development, participating in program planning, and participating in college governance as needed.
- 2) **Students** Faculty member demonstrates: (a) patience, fairness, and promptness in the evaluation and discussion of student work; (b) respect for and responsiveness to needs of a diverse student population and their special circumstances where appropriate; (c) maintenance of contractual obligations to hold regular and timely office hours; (d) respect for the right of students to voice opinions and concerns; (e) willingness and availability to assist students; and (f) respect for students' rights as outlined in the Student Rights and Responsibilities Handbook.
- 3) **Colleagues** Faculty member shall show respect for colleagues and the teaching profession by: (a) acknowledging and defending the free inquiry of their associates in the exchange of critique and ideas; (b) respecting the right of others to express a variety of opinions; (c) acknowledging academic debts (credit works to avoid plagiarism); (d) acknowledging achievements and areas in need of improvement; (e) acting in accordance with the ethics of the profession and with a sense of personal integrity; and (f) acting in a manner that does not disrupt colleagues' performance of duties.
- 4) **Professional Growth and Responsibilities** Faculty member shall demonstrate continued professional growth by: (a) continued participation in self-initiated professional activities such as course work, attendance at workshops, seminars, professional meetings, publications, conference presentations, artistic exhibits/performances, classroom research, development of new curriculum, and community involvement specific to academic area and other appropriate activities; and (b) active participation in collegial governance and campus life including serving on committees.
- 5) **Special Assignments or Reassigned Duties** Faculty member shall (a) perform assigned duties; and (b) perform appropriate record keeping, correspondence, coordination and reporting.

Appendix L.1

Appendix L.2 Counselor Self Evaluation

Name _____

Date _____

Once completed by the evaluatee, this self-evaluation is to be given to the Counselor serving on the Evaluation Team and the Dean and is in addition to the standard Faculty Self-evaluation form (Appendix L.1)

	Circle the most appropriate response						
Rate the function in each of the following categories:	Excellent	Good	Acceptable	Below Average	Poor	Does Not Apply	COMMENTS
1. Educational Advising a. A.S./A.S./Occupational	5	4	3	2	1	X	
b. Transfer	5	4	3	2	1	X	
2. Career Counseling & Guidance Activities	5	4	3	2	1	X	
3. Personal Problem Counseling	5	4	3	2	1	X	
4. Liaison with: a. Instructional Division & Depts.	5	4	3	2	1	X	

b. Administrative & Support Staff	5	4	3	2	1	X	
c. Community including High Schools & Universities	5	4	3	2	1	X	
d. Making Referrals & Follow-up	5	4	3	2	1	X	
5. Group Counseling & Guidance a. Classes Taught	5	4	3	2	1	X	
b. Workshops, etc.	5	4	3	2	1	X	
c. Orientations (Matriculation)	5	4	3	2	1	X	
6. Rapport with Students (including culturally diverse, disabled, re-entry, etc.)	5	4	3	2	1	X	

Appendix L.3
Counselor Peer Evaluation

*This form is to be used in place of Appendix N. Evaluation Team Classroom
or Worksite Observation/Evaluation Form.*

Name of Evaluatee: _____

Date: _____

1. JOB FUNCTIONS (i.e. academic transfer, A.A./A.S., career/vocational, groups, classes, personal, special assignments, and D.S.S.). Duties:

2. COMMUNICATION SKILLS WITH EACH OTHER: (i.e. clarity, speaking, communicating about issues, and resolving issues).

3. AVAILABILITY TO EACH OTHER: (i.e. cooperation, support in terms of dealing with a crisis, punctuality, and accountability).

4. SUGGESTIONS AND RECOMMENDATIONS FOR GROWTH AND DEVELOPMENT:

Date

Signature of Team Member

Appendix M

Student Evaluation of Instructor

Instructor _____ Course _____ Date _____

Note to Distributor – Please read the following instructions out loud when distributing the evaluation: Please indicate your appraisal of the instructor’s performance in this class by drawing a circle around the number that most closely expresses your view. The purpose of the process is to improve your instructor’s effectiveness as a teacher. These forms will not be available to the instructor until after grades for the class have been turned in. Your fair and honest opinion is what really counts. **Do not sign your name to this sheet.**

Rate your instructor in each of the following categories:	Excellent	Good	Acceptable	Below Average	Poor	Does Not Apply
<u>Preparation</u>						
1. Course requirements were clearly defined (attendance, expectations, syllabus, objectives)	5	4	3	2	1	X
2. Class sessions are well prepared and logically organized	5	4	3	2	1	X
3. Reading materials are useful	5	4	3	2	1	X
<u>Attendance/Punctuality</u>						
4. Begins on time	5	4	3	2	1	X
5. Uses full class period	5	4	3	2	1	X
6. Has a good attendance record	5	4	3	2	1	X
<u>Instructional Methods</u>						
7. Displays enthusiasm for the subject	5	4	3	2	1	X
8. Stimulates student interest	5	4	3	2	1	X
9. Communicates subject matter clearly and effectively	5	4	3	2	1	X
10. Encourages student participation and provides motivation to learn	5	4	3	2	1	X
11. Demonstrates respect and concern towards students	5	4	3	2	1	X
12. Uses a variety of teaching techniques	5	4	3	2	1	X
13. Is available for office hours and makes provisions for consultation and assistance	5	4	3	2	1	X
<u>Evaluation (Feedback to Student)</u>						
14. Explains grading criteria clearly	5	4	3	2	1	
15. Makes students aware of progress in class	5	4	3	2	1	X
16. Returns graded assignments in reasonable time with helpful comments	5	4	3	2	1	X
17. Assignments are appropriate to course objectives	5	4	3	2	1	X
18. Amount of work assigned was appropriate	5	4	3	2	1	X
19. Tests are relevant to course material	5	4	3	2	1	X
Overall						
20. My overall evaluation of this instructor is:	5	4	3	2	1	X

(over)

Comments (please use additional sheets if necessary):

21. Describe the strengths of the instructor; please be specific and give examples.

22. What could the instructor do to improve his/her effectiveness or teaching skills?

23. Would you recommend this instructor to other students and would you take another class from this instructor? Why or why not?

24. If you have additional comments regarding any categories listed from Page 1, please elaborate below.

Appendix N

EVALUATION TEAM CLASSROOM OR WORKSITE OBSERVATION/EVALUATION

Instructor Name: _____ Date: _____ Hour: _____

Criteria referenced in CCFT Collective Bargaining Agreement, Article 17 (1-3), should be considered. See reverse side.

OBSERVATIONS

Class/Activity: _____ Number of students in attendance: _____

The following material is intended to be included in the final evaluation and may reflect information summarized from other course materials and student evaluations, respecting confidentiality.

Commendations

Recommendations

Signature of Observer/Evaluator: _____ Date: _____

Date of meeting with evaluatee (within two weeks of classroom visit): _____

Academic Employee Final Written Evaluation Criteria

The following criteria should be considered (as referenced in CCFT Collective Bargaining Agreement, Article 17):

1. **Classroom Performance** - The faculty member demonstrates effective performance in classroom teaching or in carrying out other primary responsibilities and assignments including: (a) currency and depth of knowledge of teaching field or job duties; (b) proficiency in written and oral English enabling clear, effective communication to students, staff and colleagues; (c) use of teaching or job specific methods and materials challenging to the student and appropriate to the subject matter, responsive to the needs of the students, and consistent with curriculum requirements and coordination/sequencing; this is not intended to discourage use within a department of a variety of successful pedagogical approaches to learning; (d) careful attention to effective organizational skills in the classroom or work site; (e) provision to students of appropriate class materials including a course syllabus with course outlines, course objectives, method of assessment, grading criteria and other classroom policies; (f) appropriate measurement of student progress; (g) evidence of course objectives being met; and (h) in the case of contract, temporary contract and regular faculty, consistent responsibility in fulfilling official college requirements, including, as a baseline, those outside-the-classroom assignments such as attending division and department meetings, participating on search and selection committees, participation on evaluation teams, contributing to curriculum development, participating in program planning, and participating in college governance as needed.

Distance Education Courses – In addition to the above, all distance education courses, whether hybrid or fully online, include demonstration of regular effective contact. The instructor (a) regularly initiates interaction with students to determine that they are accessing and comprehending course materials, (b) Is available at least the same number of instructor contact hours per week that would be available for face-to-face students, and (c) establishes and publishes, in the course syllabus or other course documents, an expectation for frequency and timeliness of instructor initiated contact and instructor feedback. The instructor uses one or more of the following resources to initiate and maintain contact with students: threaded discussions, email, announcements in the learning management system, timely feedback for student work, instructor prepared online lectures or introductions in the form of online lectures to any publisher created materials, that combined with other course materials, creates the “virtual equivalent” of the face-to-face class.

2. **Students** – Faculty member demonstrates: (a) patience, fairness, and promptness in the evaluation and discussion of student work; (b) respect for and responsiveness to needs of a diverse student population and their special circumstances where appropriate; (c) maintenance of contractual obligations to hold regular and timely office hours; (d) respect for the right of students to voice opinions and concerns; (e) willingness and availability to assist students; and (f) respect for students’ rights as outlined in the Student Rights and Responsibilities handbook.
3. **Colleagues** – Faculty member shall show respect for colleagues and the teaching profession by: (a) acknowledging and defending the free inquiry of their associates in the exchange of critique and ideas; (b) respecting the right of others to express a variety of opinions; (c) acknowledging academic debts (credit works to avoid plagiarism); (d) acknowledging achievements and areas in need of improvement; (e) acting in accordance with the ethics of the profession and with a sense of personal integrity; and (f) acting in a manner that does not disrupt colleague’s performance of duties.

Appendix O

Student Evaluation of Academic Specialist/Counselor

Name _____ Date _____

Please indicate your appraisal of the academic specialist/counselor's performance in your interactions with him/her by drawing a circle around the number that most closely expresses your view. The purpose of the process is to improve the academic specialist/counselor's effectiveness. Your fair and honest opinion is what really counts. **Do not sign your name to this sheet.**

I saw the academic specialist/counselor by: appointment _____ drop-in _____ (check one)

Rate your academic specialist/counselor in each of the following categories:	Excellent	Good	Acceptable	Below Average	Poor	Does Not Apply
1. a. My appointment was obtained within a reasonable amount of time.	5	4	3	2	1	X
b. The academic specialist/counselor was on time for the appointment.	5	4	3	2	1	X
c. Effective use was made of the appointment time.	5	4	3	2	1	X
2. a. I was able to see the academic specialist/counselor within a reasonable amount of time.	5	4	3	2	1	X
b. The time allotted was sufficient.	5	4	3	2	1	X
c. Good use was made of the time.	5	4	3	2	1	X
The academic specialist/counselor:						
3. Was prepared with/or had access to materials and information appropriate to the service.	5	4	3	2	1	X
4. Made me feel comfortable in seeking assistance.	5	4	3	2	1	X
5. Understood my request and was helpful.	5	4	3	2	1	X
6. Was able to communicate clearly.	5	4	3	2	1	X
7. Seemed genuinely interested in helping me.	5	4	3	2	1	X
8. Assisted me where appropriate in making decisions.	5	4	3	2	1	X
9. Made accurate referrals to other sources of information (where appropriate).	5	4	3	2	1	X

My overall evaluation of this academic specialist/counselor is:

Excellent Good Acceptable Below Average Poor

(over)

11. Describe the strengths of the academic specialist/counselor; please be specific and give examples.

12. What could the academic specialist/counselor do to improve his/her effectiveness?

13. Would you recommend this academic specialist/counselor to other students and would you utilize their services again? Why or why not?

14. If you have any additional comments regarding any categories listed from Page 1, please elaborate below.

Appendix P
GRIEVANCE – LEVEL I
Cabrillo College Federation of Teachers

Grievant's Name _____
If CCFT is the grievant, list bargaining unit member(s) affected

Address: _____

Work phone: _____ Home phone: _____

Department/Division: _____

Immediate Supervisor: _____

Person to whom Level I response should be sent: _____

Statement of Grievance (include names, dates and places necessary for a complete understanding of grievance):

Specific section(s) of the contract which the grievant believes have been violated:

Specific actions which will remedy the grievance:

Date when attempt at informal resolution was made to immediate supervisor: _____

Grievant's Signature: _____ Date: _____

Level I Decision:

Signature of immediate supervisor: _____ Date: _____

One copy of the grievance must be submitted to the grievant's immediate supervisor, and one copy to the CCFT. Grievant keeps the third copy.

Appendix Q
GRIEVANCE – LEVEL II
Cabrillo College Federation of Teachers

Grievant's Name _____
If CCFT is the grievant, list bargaining unit member(s) affected

Address: _____

Work phone: _____ Home phone: _____

Department/Division: _____

Immediate Supervisor: _____

Person to whom Level II response should be sent: _____

☐ Copy of Level I Grievance attached

Statement of reasons for appeal:

Grievant's Signature: _____ Date: _____

Date of scheduled personal conference: _____

Level II Decision:

Signature of Superintendent/President: _____ Date: _____

Appendix R
Cabrillo College 2010-11 Academic Calendar

Fall 2010

Summer Sessions: June 21 - July 31

Flex Days: August 23 - August 27

Fall Semester: August 30 - December 18

Fall Semester: August 30 - December 18																																																														
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Appendix R
Cabrillo College 2010-11 Academic Calendar

Spring 2011

Wintersession: January 3 - January 28

Flex Days: January 31 - February 4

Spring Semester: February 7 - June 4

January 2011							January	
S	M	T	W	TH	F	S	Wintersession -- Jan 3 - Jan 28	
						1		
2	3	4	5	6	7	8		
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		
23	24	25	26	27	28	29		
30	31						17	Martin Luther King - Holiday
February							February	
S	M	T	W	TH	F	S	Flex Days -- Jan 31 - Feb 4 Spring Semester begins	
		1	2	3	4	5		
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28							
March							March	
S	M	T	W	TH	F	S		
		1	2	3	4	5		
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30	31				
April								April
S	M	T	W	TH	F	S	Spring Break -- April 4 - April 9	
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
May							May	
1	2	3	4	5	6	7	30	Holiday
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30	31						
June								
S	M	T	W	TH	F	S	Spring Finals -- May 31 - June 4 Graduation End of Spring Semester Tentative Summer 2011 TBD	
			1	2	3	4		
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
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Appendix S

Application For Alternative Methods of Unit Credit

Name_____ Teaching Field_____

1. Check program for which you are applying:

____ Occupational/Technical Development

____ Publications, Performances, Exhibits, or Demonstrations

2. Please attach a brief explanation for each of the following categories:

A. The program for which you are applying and expected number of hours for completion.

B. Goals or objectives including expected outcomes and procedures.

C. Your time plan for the program.

D. How your program relates to classroom instruction and/or how it will provide unique benefit to students, other faculty, or the college.

3. Please attach a brief explanation for each of the following categories:

A. Explain how you plan to document the outcome for the committee.

B. Explain the means by which this plan will be evaluated and by whom.

4. _____ Hours planned for the project.

5. _____ Units requested (48 hours per unit and maximum of 12 units).

Signature_____

Faculty Member

Date_____

Approval Signature_____

Appropriate Administrator

Date_____

See guidelines on the back of this page.

SUBMIT THIS FORM TO THE VICE PRESIDENT, INSTRUCTION

Appendix S

Alternative Credit Guidelines

1. The alternative credit process provides an opportunity for contract/regular and adjunct faculty to earn advancement on the salary scale by methods other than attendance at college level classes. *See section 13.5.2 and the application (Appendix S-1).*
2. The Sabbatical Leave Review Board reviews applications for alternative credit and approves those that shall be eligible to earn credit. Credit may be earned only for MAJOR activities and accomplishments above and beyond the normal duties expected of a faculty member.

Examples of projects which have been approved in recent years:

- Performance (dance, theater, music)
- Completion of a MSS of a novel/book
- Preparation of an article for publication in a professional journal of good repute
- On-site experience in a vocational field (e.g. dental hygiene) related to but not included in teaching responsibilities
- Production of a textbook
- Consulting in private industry (related to teaching assignment)

Examples of projects not approved:

- Lecture to Rotary or similar (part of job)
- Service in professional organization (part of job)
- Conference attendance (part of job)
- Travel study (available through college courses)
- Preparation of course syllabi (part of job)

3. To apply, you must submit a completed application form (Appendix S-1), signed by the appropriate administrator, to the Vice President, Instruction.
4. The project must have been either completed within the past year, or be in process, or be proposed for the future in order to qualify for SLRB consideration.
5. You may earn no more than twelve units per pay column by this method (i.e. the other three needed for advancement must still be earned via coursework). One unit toward salary advancement is awarded for every 48 hours of activity on an approved project.
6. Copies of the negotiated agreement and the application form are available in the CCFT contract.
7. Please contact your appropriate administrator or a member of the Sabbatical Leave Review Board for further information.
8. If an alternative credit project completes the units for a salary schedule column advancement, all processes (proposal submission to Vice President of Instruction, Sabbatical Leave Review Board approval, and submission of documentation of completion to Vice President, Instruction), must be completed, approved, and submitted by the VP for Instruction to Human Resources by November 1 of the year in which the salary change is requested.



Appendix T
Faculty Sabbatical Leave Agreement

Pursuant to Article 9 provisions for Sabbatical Leave between Cabrillo College and Cabrillo College Federation of Teachers (CCFT) and Appendix T of such contract, the undersigned faculty member qualifying for a sabbatical per the Education Code and Section 9 of the CCFT contract agreement, hereby agrees to the following terms:

1. It is understood that the obligations set forth in this Agreement are in lieu of the bond that is otherwise required by Education Code Section 87770. The Governing Board must approve this leave agreement and waive the requirement of the faculty member to furnish a bond.
2. The faculty member's District-approved sabbatical project proposal is attached hereto and incorporated by reference.
3. An abstract of the faculty member's District-approved sabbatical project proposal is also attached and incorporated by reference. The abstract contains the following information: objective, activities, benefit to the District, and outcomes to be submitted to the Sabbatical Leave Review Board (SLRB) with the report.
4. Article 9, sections 9.1 through and including 9.4, is attached and incorporated by reference.
5. Prior to commencement of the sabbatical leave, the Vice-President, Instruction may require the faculty member to submit evidence of a physical examination from a licensed medical practitioner indicating that the faculty member is capable of fulfilling the activities set forth in this Agreement.

The parties certify that they have read this Agreement and all attachments, fully understanding their terms including possible penalties for noncompliance, and agree to them voluntarily.

For Cabrillo Community College District

Date: _____

Faculty Member's signature

Date: _____

Print Name: _____

Please return this form to the Executive Assistant in the Office of Instruction by February 15, 2010.

Appendix U

Cabrillo College Faculty Service Areas

DISCIPLINE

FACULTY SERVICE AREA

BUSINESS, ENGLISH AND LANGUAGES ARTS

Accounting.....	Accounting
Banking and Finance.....	Banking and Finance
Business.....	Business
Bilingual Bicultural Studies.....	Interdisciplinary Studies
Chinese.....	Chinese
Computer Applications.....	Computer Technology
Computer Applications & Business Technology (CABT).....	Computer Applications & Business Technology
Computer Applications & Business Technology 272, 282, 284, 284L, 285	Computer Applications & Business Technology 272, 282, 284, 284L, 285
English.....	English Composition and Literature and Creative Writing
English as Second Language.....	English as Second Language
French.....	French
German.....	German
Italian.....	Italian
Japanese.....	Japanese
Journalism.....	Journalism
Reading.....	Reading
Real Estate.....	Real Estate
Sign Language.....	American Sign Language
Spanish.....	Spanish

COUNSELING

Counseling.....	Counseling and Guidance
Counseling.....	Career Counseling
Counseling.....	Reentry Counseling

HEALTH, ATHLETICS, WELLNESS & KINESIOLOGY (HAWK)

Adaptive Physical Education.....	Adaptive Physical Education: PE 11 or PE11L
Coaching.....	Athletics
Dental Hygiene.....	Dental Hygiene
Gerontology.....	Gerontology
Health.....	Health Science
Human Services.....	Human Services
Medical Assisting.....	Medical Assisting
Nursing.....	Nursing
Physical Education.....	Kinesiology
Radiologic Technology.....	Radiologic Technology
Stroke Center (Disabled Students).....	Stroke Center

HUMAN ARTS & SOCIAL SCIENCES

Criminal Justice.....	Criminal Justice
Communication Studies.....	Communication Studies
Anthropology.....	Anthropology
Culinary Arts & Hospitality Management.....	Culinary Arts & Hospitality Management
Early Childhood Education.....	Early Childhood Education
Economics.....	Economics
Education.....	Education

Fire Technology.....	Fire Protection Technology
Geography.....	Geography
History.....	History
Meteorology.....	Meteorology
Philosophy.....	Philosophy
Political Science.....	Political Science
Psychology.....	Psychology (except Psych 4, 6)
Psychology.....	Physiological Psychology (Psych 4)
Psychology.....	Social Psychology (Psych 6)
Sociology.....	Sociology
Women's Studies.....	Women's Studies

LIBRARY

Library Science.....	Library Science
Instructional Design/Technology.....	Instructional Design and Technology

NATURAL & APPLIED SCIENCES

Aeronautics.....	Aeronautics
Astronomy/Physics.....	Astronomy
Astronomy/Physics.....	Physics
Mathematics or Astronomy/Physics or Biology or Chemistry or Computer Science or Engineering	MESA (Math, Engineering, Science Achievement)
Biological Science.....	Biological Science
Chemistry.....	Chemistry
Computer Science.....	Computer Science, Computer Information Systems
Computer Information Systems.....	Computer Information Systems
Computer Science or Computer Information Systems.....	Digital Management Career Preparation (DMCP)
Computer Service Technology.....	Computer Information Systems
Construction Management.....	Construction Energy Management
Drafting.....	Drafting
Engineering Technology.....	Engineering Technology
Engineering.....	Engineering
Earth Science.....	Geology, Oceanography & Environmental Science
Horticulture.....	Horticulture
Mathematics.....	Mathematics
Industrial Technology.....	Welding

STUDENT DEVELOPMENT

Disabled Students.....	Disabled Students 280A-Z, 283
Disabled Student Services.....	Learning Disabilities: LS 254 or LS255 or LS 264 or LS 265 or LS 281
Disabled Student Services.....	Speech Improvement: SP 253 or SP 259A-T or SP 259L or DS 284 or DS 285 or DS 284L or DS 282L

STUDENT SERVICES

Health Services.....	Health Services
Health Services Nursing.....	Health Services

VISUAL, APPLIED & PERFORMING ARTS

Applied Living Arts.....	Applied Living Arts
Art.....	Art Appreciation
Art.....	Studio Art (includes FSA Art Appreciation)
Art.....	Art History (includes FSA Art Appreciation)
Art.....	Photography
Dance.....	Dance or PE55
Digital Media.....	Digital Media
Music.....	Classical
Music.....	Jazz (includes FSA Classical)
Music.....	Popular
Music.....	Computer-controlled music or synthesis or electronic music or musical recording (includes FSA Classical)
Theater Arts.....	Acting and Performance and Appreciation
Theater Arts.....	Technical Theater (includes FSA Acting and Performance and Appreciation) TA 27-28 or 30-31 or 33-35

Appendix V

FSA Update Form

Date: _____

MEMO TO: _____

FROM: Human Resources

SUBJECT: Faculty Service Areas

The Human Resources Department is currently updating individual faculty service areas (FSAs) for contract academic staff. Please complete and return this form by _____ to ensure that your file is accurate and current.

1. In consideration of minimum qualifications and district competency standards, your district employment records currently list the following Faculty Service Area(s):

2. If you feel you are qualified in an additional FSA(s), please list below:

Faculty Service Area(s)

The faculty member requesting additional FSAs must submit appropriate documentation to enable verification of minimum qualifications and verification of district competency criteria in order for request to be reviewed. Materials in the faculty member's personnel file will not be researched or referenced in order to determine approval and/or denial of the new FSA request. See back for details regarding competency requirements. Questions regarding minimum qualifications may be directed to Human Resources or the Division office.

I certify that the foregoing information and attachments (if any) are true and correct.

Signature

Division

Date

RETURN BY _____ TO ACADEMIC TECHNICIAN DESK,
HUMAN RESOURCES DEPARTMENT

If you have any questions, contact the Academic Personnel Technician at ext. 6240.

FACULTY SERVICE AREAS (FSAs)

AB 1725 requires local districts to define, through the collective bargaining process where applicable, faculty service areas (FSAs) for their local colleges. At the January 7, 1991 Governing Board meeting, Cabrillo's FSAs were submitted and approved. AB 1725 requires the college to establish and update individual faculty service areas annually for contract academic staff.

In order to qualify in any FSA, a faculty member must meet both minimum qualifications and competency standards. To be considered "competent" in a service area, one must meet minimum qualifications in the discipline and FSA, and meet district criteria for competency in the FSA.

In accordance with Board Policy 5107, Cabrillo College competency criteria are:

1. Two semesters of satisfactory district employment in the service area.
2. In service areas demonstrating technological development that has produced significant change in the last 5 years, satisfactory district employment in the service area in the last 5 years OR 12 semester units of upper division or graduate level course work in the service area in the last 5 years OR equivalent employment in the service areas during the last 5 years. The equivalency of work experience will be determined by a committee composed of 2 administrators, one Dean-selected by the superintendent/president and 2 tenured faculty members selected by CCFT.

The FSAs requiring recency are:

Computer Applications and Business Technology (CABT)
Computer Science
Computer Technology
Computer Information Systems
Computer controlled music or synthesis, or electronic music, or musical recording
Engineering Technology
Technical Theater
Digital Media

If you have any questions, please consult with your Dean. A list of FSAs and minimum qualifications are available in your Division office.

Appendix W

Board Policy 5107 - Competency Policy

Minimum qualifications and competency within a faculty service area (FSA) provide the basis to determine reassignment rights of more senior employees to be retained in areas in which they might not be employed at the time of layoff. A faculty member may qualify in any FSA in which he/she has met both minimum qualifications and district competency standards.

To be considered "competent" in a service area, one must meet minimum qualifications in the discipline and FSA and meet district criteria for competency in the FSA.

Cabrillo College competency criteria are:

1. Two semesters of satisfactory district employment in the service area, AND
2. In service areas demonstrating technological development that has produced significant change in the last 5 years, satisfactory district employment in the service area in the last 5 years OR 12 semester units of upper division or graduate level course work in the service area in the last 5 years OR equivalent work experience in the service area during the last 5 years. The equivalency of work experience will be determined by a committee composed of 2 administrators, one Division Dean selected by the Superintendent/President, and two tenured faculty members selected by CCFT.

The FSAs requiring recency are:

Computer Applications and Business Technology (CABT)
Computer Science
Computer Technology
Computer Information Systems
Computer controlled music synthesis, electronic music, or musical recording
Engineering Technology
Technical Theater
Multi Media

Subsequent requests for changes to the above list will be made through the collective bargaining process.

Adopted: February 4, 1991
Revised: February 7, 2005
Revised: May 3, 2010

Appendix X

Family and Medical Leave Policy

AR #5050

An employee should contact his/her supervisor or the Human Resources office as soon as he/she becomes aware of the need for a family and medical leave. Supervisors should gather sufficient information to enable him/her to ascertain whether an employee may be entitled to family and medical leave, even if the employee does not specifically request such leave. Supervisors must refer all employees requesting or potentially entitled to a family and medical leave to the Human Resources office.

Definitions

- (1) Child: A biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis who is either under 18 or an adult dependent child.
- (2) Parent: A biological, foster, or adoptive parent, a stepparent, a legal guardian, or other person who stood in loco parentis to the employee when the employee was a child.
- (3) Spouse: A husband or wife as defined under California law. (Note: "common law marriage" is not recognized under California law.)
- (4) Serious Health Condition: An illness, injury, or impairment, or physical or mental condition that involves either (a) inpatient care in a hospital, hospice, or residential health care facility or (b) continuing treatment or continuing supervision by a health care provider.

Employee Eligibility

To be eligible for family and medical leave benefits, an employee must:

- (1) have worked for the District for a total of at least 12 months (need not be consecutive), and
- (2) have worked at least 1,250 hours during the 12 calendar months immediately preceding the date of the leave, except overtime exempt employees and full-time educators who are deemed to meet the 1250 hour requirement if they meet the 12 month requirement stated in (1) above, and
- (3) work at a location where at least 50 employees are employed by the District within 75 miles.

Allowable Reasons for Family and Medical Leave

Eligible employees may be granted family and medical leave for one or more of the following reasons:

- (1) for the birth of a child or placement of a child with the employee for adoption or foster care; or
- (2) to care for an immediate family member (spouse, child or parent) with a serious health condition; or
- (3) when the employee is unable to work because of his/her own serious health condition.

Leave Available

Eligible full-time employees may receive up to a total of 12 work weeks (60 work days) of unpaid leave during a rolling 12-month period. The maximum family and medical leave for an eligible part-time employee is prorated based on the percentage of full-time he/she works.

The rolling 12-month period will be counted backward from the date an employee uses any family and medical leave. The amount of family and medical leave available to an eligible employee will be 12 work weeks less any family and medical leave used during the rolling 12-month period.

If both spouses are employed by the District, the maximum family and medical leave available for the birth or placement of a child will be an aggregate of 12 work weeks for both spouses.

Under some circumstances, employees may take family and medical leave intermittently, which means taking leave in blocks of time, or by reducing their normal weekly or daily work schedule. Employees should contact the Human Resources department regarding their individual situation.

Pregnant employees may have the right to take a pregnancy disability leave in addition to a family and medical leave; such employees should contact the Human Resources department regarding their individual situation.

Notice and Certification

Employees seeking to use family and medical leave may be required to provide:

- (1) 30-day advance notice when the need for the leave is foreseeable;
- (2) when the need for family and medical leave is unforeseeable, normally five working days notice, and not less than one day's notice, unless the employee is able to demonstrate extraordinary circumstances, in which case no advance notice shall be required;
- (3) medical certification (prior to leave) of need for leave requested for reasons of "serious health condition" of self or immediate family member, and recertification if additional leave is required;
- (4) medical certification (prior to reinstatement) of fitness-for-duty of employee returning from leave that was for employee's own serious health condition. The employee must be notified when leave is requested that a fitness-for-duty certification may be required prior to reinstatement.
- (5) periodic recertification; and
- (6) periodic reports during the leave.

When leave is needed to care for an immediate family member or the employee's own serious health condition, and is for planned medical treatment, the employee must try to schedule treatment so as not to unduly disrupt the District's operation.

When leave is requested for the birth or placement of a child, the leave must be initiated within one year of the birth or placement.

Compensation During Leave and Concurrent Use of Accrued Paid Leave

Family and medical leave is unpaid leave.

The District will require an employee to use accrued paid leave concurrently with the family and medical leave, as follows:

- (1) Employee will be required to use all accrued vacation leave, comp time, "Critical Illness of a Family Member" leave, and differential pay leave during the period of family and medical leave;
- (2) When family and medical leave is requested for an employee's own serious health condition, employee will be required to use all accrued sick leave and/or personal injury and illness leave during the period of family and medical leave;

- (3) When family and medical leave is requested to care for the serious health condition of an immediate family member or for birth or placement of a child, the employee may request to use his/her balance of accrued Personal Necessity Leave during the period of family and medical leave. The employee will not be allowed to use accrued sick leave and/or personal injury and illness leave (other than Personal Necessity Leave) for family and medical leave requested to care for the serious health condition of an immediate family member or for birth or placement of a child.
- (4) When an employee's industrial illness or injury meets the definition of a "serious health condition" in family and medical leave law, then an eligible employee must use paid disability leave under industrial accident and illness laws and regulations during the period of the family and medical leave.

The District will designate an employee's leave, paid or unpaid, as family or medical leave under the federal or state law, based on the information provided by the employee when leave is requested. If the District designates paid leave as family or medical leave, it must make this designation before the leave starts, or before an extension of leave is granted, and must immediately notify the employee of the designation.

The District will keep records on employee family and medical leaves that will enable verification of the leave taken, leave remaining, and other provisions of this policy.

Benefits During Leave

(1) Group Health Benefits:

The District will maintain group health insurance coverage for an employee on family and medical leave for up to a maximum of 12 work weeks if such insurance was provided before the leave was taken and on the same terms as if the employee had continued to work.

In some instances, the District may recover premiums it paid to maintain health coverage for an employee who fails to return to work following family or medical leave.

Employees are entitled to new health plans or benefits, or changes, which occur during their leave, and the District will give notice of such changes. If premiums are raised or lowered, an employee on family and medical leave must pay new rates if paying a portion of premiums.

(2) Other Benefits Requiring Premium Payments:

For benefits other than group health benefits, an employee may elect to continue them during a family and medical leave by self-paying premiums.

(3) Retirement Plans:

With respect to retirement plans, the period of family and medical care leave is treated as continued service for purposes of vesting and eligibility to participate.

(4) Longevity:

For purposes of determining longevity, a family and medical care leave shall not constitute a break in service.

(5) Accrual of Benefits:

An employee on family and medical leave will continue to accrue benefits only during leave which is concurrently taken as accrued paid leave (vacation leave, comp time, Critical Illness of a Family Member leave, differential pay leave, sick leave). During leave without pay, no benefits will accrue.

Benefit Reinstatement

Employee benefits will be resumed following a family and medical leave in the same manner and at the same level as were provided by the District when the leave began, other than benefit changes which affected the entire work force.

If an employee chooses not to retain group health coverage or other employer-offered insurance policies during a family and medical leave, he/she is entitled to reinstatement with the same terms upon return, with no qualifying period, exams or exclusions.

An employee returns from a family and medical leave with no less seniority than when the leave commenced.

Job Reinstatement

Except for defined "key employees," an employee, upon return from family and medical leave, will be reinstated to his/her original job, or to an equivalent job with equivalent pay, benefits and other employment terms and conditions. However, an employee is not entitled to any position other than that which he/she would have had if he/she had not taken leave. The District is allowed to deny return to work in a position which ceased to exist during the leave for legitimate business reasons.

"Key employees" are defined as salaried employees who are among the highest paid 10% of the employees of the District employed within 75 miles of the facility at which the employee works. Under certain conditions, the employer may refuse to reinstate key employees upon return from a family and medical leave.

Notice to Employees

The District will post a notice of family and medical leave provisions in areas accessible to employees. In addition, the District will provide detailed notice of specific expectations, obligations, and consequences of failure, to the employee when a family and medical leave is requested.

Unlawful Acts

It is unlawful for the District to interfere with, restrain, or deny the exercise of any right provided by state or federal law. It is also unlawful for the District to refuse to hire or to discharge or discriminate against any individual for opposing any practice, or because of involvement in any proceedings related to family and medical leave.

Adopted: October 3, 1994

APPENDIX Y

TENURE COMMITTEE CODE OF CONDUCT

The committee consists of the evaluation team of a contract probationary employee during the fourth year.

1. Members shall read all tenure materials and follow guidelines and procedural timelines.
2. Members shall be professional when evaluating classroom performance and professional responsibility. Judgments shall be based on personally observed classroom behavior and evaluation materials, not hearsay.
3. Members shall be constructive in their criticism, pointing out specific areas of weakness and recommending a plan for correcting those weaknesses within a reasonable time frame.
4. Members should take care to distinguish between the candidate's professional and personal characteristics, between ability to teach and general lifestyle, including religious beliefs, sexual orientation, political affiliations and social customs.
5. Members should recognize that the candidate may have a different philosophy of education and teaching style than theirs. The main concern should be the effectiveness as stated in criteria of the candidate in the classroom or worksite.
6. Members who feel unable to objectively evaluate or be unbiased toward a candidate should disqualify themselves.
7. Members should respect the confidentiality of the tenure process, with evaluations and the views of members regarded as private information.

Appendix Z

STATEMENT ON PROFESSIONAL ETHICS

- I. Community college faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end faculty members devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty members may follow subsidiary interests, their interests must never seriously hamper or compromise their freedom of inquiry.
- II. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. Faculty members demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect the academic freedom of students.
- III. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. Faculty members do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. Faculty members acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. Faculty members accept their share of faculty responsibilities for the governance of their institution.
- IV. As members of an academic institution, faculty members seek above all to be effective teachers and scholars. Although faculty members observe the stated regulations of their institutions, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty members give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decisions upon the program of the institution and give due notice of their intentions.
- V. As members of their community, faculty members have the rights and obligations of all citizens. Faculty members measure the urgency of these obligations in the light of their responsibilities to their subject areas, to their students, to their profession, and to their institutions. When they speak or act as private persons, they avoid creating the impression that they speak or act for their colleges or universities. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

APPENDIX AA.1

JOB DESCRIPTION PROGRAM CHAIR/ACADEMIC SPECIALIST DIRECTOR

Job Description

The Program Chair/Academic Specialist Director serves in his/her assigned discipline, works with faculty to promote continuous improvement of the quality of instruction within the assigned program, works with support staff in the area and coordinates the responsibilities of the assigned program, under the direction of the appropriate administrator.

Scope

Under the direction of the appropriate administrator, in collaboration with program faculty, and in compliance with established college policies and procedures, the Program Chair/Academic Specialist Director is a faculty position, which in addition to their regular faculty assignment coordinates and participates in activities supporting program involvement in governance, and develops recommendations regarding scheduling, staffing, instructional program planning, resource allocation, and facility use.

Typical Duties and Responsibilities

Staffing

- Recommends to the appropriate administrator full-time and adjunct faculty staffing needs.
- Recommends to the appropriate administrator support staff needs.
- With discipline faculty, writes job announcements, and recommends search and selection committee composition.
- Assists Human Resources and the appropriate administrator in recruitment of faculty and classified employees.
- Participates in and may coordinate search and selection activities for adjunct faculty.
- Organizes new employee orientations regarding program procedures, instructional issues, and safety training.
- Works with faculty to provide for mentoring of new contract and adjunct faculty.
- Works with faculty to support course consistency in accordance with the official course outline.
- Interviews and recommends the hiring of student workers; submits employment paperwork.
- In consultation with appropriate administrator, may identify the need to add classes, cancel classes, or find substitutes to cover classes or appointments.

Supervision and Evaluation

- When mandated by external accreditation agencies, participates in relevant faculty evaluations.
- May assist and participate in evaluating the day-to-day activities of assigned classified employees and student workers.
- Refers personnel matters to the appropriate administrator.

Budget

- Coordinates, reviews and recommends program expenditures for program needs within established budget parameters and administrative procedures.
- Submits program budget modification/revision proposals with faculty as identified in instructional/student services planning processes.
- May direct the operation of a District-sponsored program that generates income in support of the instructional program.

Curriculum/Services

- Recommends program expansion and modification as identified in instructional/student services plans.
- Leads faculty efforts in maintaining currency, quality and effectiveness in program curriculum/services.
- Assists faculty to develop and format curriculum proposals.
- Coordinates and participates in community advisory committee or articulation officer/transfer committee and serves as liaison to program faculty.

Scheduling

- Working with faculty, prepares schedule recommendations within District guidelines and parameters.
- Working with faculty, reviews and makes corrections to class schedule and catalog during production.
- Recommends contract and adjunct faculty assignments to appropriate administrator according to established procedures and parameters.

Instructional Planning

- Serves as primary resource to program faculty and support staff during the instructional planning process.
- Works with faculty to encourage participation and involvement in the development of the Instructional Plan.
- In accordance with CIP guidelines, coordinates the writing of the Instructional Plan.
- Coordinates and guides the operation of the program in concert with the Instructional Plan.

Accreditation, Certification and Professional Licensing

- Coordinates accreditation compliance in accordance with board policy.
- Monitors, ensures compliance and advises regarding all required certifications and licenses.

Facilities Operation, Purchasing and Maintenance

- May direct the operation of a District instructional facility that, in addition to serving as a classroom, provides services to students or community members.
- Works with faculty in ordering supplies specialized to the program, and in the repair and maintenance of equipment.

Student Recruitment, Advisement and Retention

- Coordinates and assists with the recruitment, retention, prerequisite challenges, and tracking of students within the assigned program.
- In conjunction with the counseling division, performs program and career advising.
- Works with the marketing and communications department to coordinate faculty activities regarding marketing and recruitment as outlined in the approved instructional plan.
- Responds to students and the community regarding program questions and concerns.

Community Collaboration (Industry/Educational Institutions)

- Coordinates faculty activities in university, high school, and community outreach and events as outlined in the approved instructional plan.
- Works with appropriate administrators and Planning and Research Office in conducting industry surveys.
- Works with the marketing and communications department to coordinate press releases, advertisements and other public information promoting programs and events.

Qualifications

- 1) Valid California Community College Instructor credential in appropriate discipline OR meet state minimum qualifications for assigned discipline OR equivalent.
- 2) Knowledge of and commitment to the community college philosophy.
- 3) Effective oral and written communication skills.
- 4) Demonstrated ability to serve in the assigned discipline and perform the other duties effectively as described.
- 5) Ability to communicate well with students of diverse academic, ethnic, socioeconomic, and cultural backgrounds, including students with disabilities.

- 6) Ability to work effectively and collaboratively with others.
- 7) Ability to provide effective direction of an assigned program and/or facility.
- 8) Ability to develop and manage a program or facility budget.
- 9) Ability to train, schedule, supervise and participate in the evaluation of classified employees and student workers.
- 10) Ability to work effectively under deadlines and multiple demands.
- 11) Ability to understand, interpret and apply pertinent laws, rules and regulations.
- 12) Ability to assume positions of leadership in the program, division and on college committees, including teamwork.
- 13) Experience with innovative teaching methods, including the instructional use of computers.

APPENDIX AA.2

Program Chair Compensation Criteria, including Directions and Sources of Data

1. # of Contract Faculty

0-2 = 1.5 units

3-9 = 1 unit

10+ = 2 units

Category intended to reflect PC's work with faculty.

Use the Division Faculty Assignment Sheets for the spring semester of the current academic year and count the number of contract faculty to calculate the PC compensation for the next academic year. Include those with reduced contracts. Exclude those on sabbatical or who do not have an assignment. Include faculty with split assignments only in the program containing the majority of their assignment.

Translate to units using chart.

2. # of Adjunct Faculty

0 = 0 units

1 - 5 = .5 unit

6 - 10 = 1 unit

11 - 15 = 1.5 units

16 - 20 = 2 units

21 - 25 = 2.5 units

26+ = 3 units

Category intended to reflect PC's work with faculty.

Use the Division Faculty Assignment Sheets for the spring semester of the current academic year and count the number of adjunct faculty to calculate the PC compensation for the next academic year. For those with split assignments, count each area only if areas are under different program chairs.

Translate to units using chart.

3. Unduplicated # of Courses in Catalog Offered per Academic Year

0 - 9 = 0 units

10 - 24 = .5 unit

25 - 50 = 1 unit

50+ = 1.5 units

Current catalog, current academic year, plus previous summer session and current wintersession

Category intended to reflect PC's work with curriculum.

Number of courses from the catalog actually scheduled, each counted only one time regardless of frequency of scheduling. Include any new courses approved by curriculum committee after printing of catalog. Do not include courses scheduled but cancelled. Use catalog for the current academic year.

Translate to units using chart.

This criteria will be calculated in the last year of the current contract to be effective in the first year of the new contract. This criteria will be recalculated in other years of the contract only if the union or the District requests a recalculation of this criteria for a specific program.

Note: Side letters 2007-08.4 and 2008-09.1 were incorporated into this appendix in March, 2010 and the wording for calculations in #3-5 were changed to be generic rather than specific years.

APPENDIX AA.2

Program Chair Compensation Criteria, including Directions and Sources of Data

4. # of Sections Offered per Year in the Schedule of Classes

50 - 100	=	.5 unit	<i>Prior calendar year schedules</i>
101 - 150	=	1 unit	<i>(wintersession, spring,</i>
151 - 200	=	1.5 units	<i>summer, and fall)</i>
201 - 250	=	2 units	

Category intended to reflect PC's work with scheduling.

Print datatel "XFTE" = WSCH/FTES Report for Division - DA (detail all students)

Count the number of sections listed in XFTE. Count concurrently scheduled sections (sections scheduled at the same time, in the same room, and with the same instructor) as a single section.

Do not include the following courses:

All 500, 99, 199, 80s, 180, 22 level; open entry classes; Art 50L and all 51L-54L series of world languages, Music & TA 250. Do not include sections scheduled but cancelled.

Translate to units using chart.

Note: Courses listed are also excluded in academic staffing prioritization process.

This criteria will be calculated in the last year of the current contract to be effective in the first year of the new contract. This criteria will be recalculated in other years of the contract only if the union or the District requests a recalculation of this criteria for a specific program.

5. # of Students Enrolled in Program per Calendar Year

500+	=	.5 unit	<i>Prior calendar year</i>
1000+	=	1 unit	<i>(wintersession, spring,</i>
3000+	=	2 units	<i>summer, and fall)</i>
5000+	=	3 units	

Category intended to reflect PC's work with students.

Use same report as in #5, datatel "XFTE" = WSCH/FTES Report for Division - DA (detail all students) - Use 1st Census Enrl column total **minus students in the following courses:**

All 500, 99, 199, 80s, 180, 22 level; open entry classes; Art 50L and all 51L-54L series of world languages, Music & TA 250.

Translate to units using chart.

Note: Courses listed are also excluded in academic staffing prioritization process.

This criteria will be calculated in the last year of the current contract to be effective in the first year of the new contract. This criteria will be recalculated in other years of the contract only if the union or the District requests a recalculation of this criteria for a specific program.

APPENDIX AA.2

Program Chair Compensation Criteria, including Directions and Sources of Data

6. # of Declared Majors in Program / # of Contract Faculty in Program

0 - 25	=	.25 unit	<i>Current Fact Book</i>
26 - 50	=	.5 unit	
51 - 75	=	1 unit	
76 - 100	=	1.5 units	
101 - 125	=	2 units	
126 - 150	=	2.5 units	
151+	=	3 units	

Category intended to reflect PC's work with majors.

Use the Current Fact Book to determine the number of majors

Divide the number of majors by the # of contract faculty (faculty count from #1 above - if count on #1 is zero, divide by 1)

Translate to units using chart.

7. Industry Advisory Committee

Yes	=	2 units
No	=	0 units

Category intended to reflect ongoing relations with occupational associations and community employers.

Source: Administration; 2 units for each distinct discipline with 1 or more formal industry advisory committees

8. Mandatory Accreditation Process (excludes college accreditation)

ECE, Dental Hygiene, Medical Assisting, Nursing, RadTech

Yes	=	3 units
No	=	0 units

Source: Administration

9. Off Site Facilities / On Site Facilities / Combination Business and Facilities

Off Site Facilities

Medical Facilities

(Coordination with multiple medical agencies to conduct instruction off site)

Medical Asst., Nursing = **2.5 units**

(Program Chair works with 1 FTE faculty member designated to provide coordination with multiple medical agencies)

Rad Tech = **1 unit**

Archaeology Tech Digs = **1 unit**

Construction and Energy Management = **1 unit**

On Site Facilities

Early Childhood Education = **2 units**

(Instruction Program--coordination with non-instructional faculty)

(Health and safety issues, and one FTE or less contract classified support and two or less contract faculty positions)

APPENDIX AA.2

Program Chair Compensation Criteria, including Directions and Sources of Data

9. Off Site Facilities / On Site Facilities / Combination Business and Facilities, con't

Adaptive PE, Welding = **2.5 units**

Definition of Health and Safety Issues: Handling physically at-risk students is an essential function of program curriculum. Handling dangerous gases and fire is an essential function of program curriculum.

Combination of Business and Facilities

Greater than one FTE contract classified support = **5 units**
(Dental Hygiene, Horticulture)

One FTE or less contract classified support = **7 units**
(Culinary Arts)

Source: Administration

10. Performing Arts, Public Performance

Based on number and complication of performances

Dance = **1 unit**

Theatre Arts, Music = **2 units**

Definition: Preparing and coordinating fine arts performances essential to program curriculum.

Source: Administration

11. Budget (General Fund and Ancillary Expenses)

0 - 29,999	= 0 units	<i>Prior fiscal year, general fund budget and ancillary expenses</i>
30,000 - 89,999	= 1 unit	
90,000 - 149,999	= 1.5 units	
150,000 - 209,999	= 2 units	
210,000 - 269,999	= 2.5 units	
270,000+	= 3 units	

Category intended to reflect PC's work with budget.

Accounts under control of Program Chair. Exclude funds in program managed by faculty member other than the PC, such as learning center funds managed by an academic specialist.

Print datatel report GLBA for Division, Project #000 for 1st month of fiscal year

Total opening balances, excluding all salaries, adjunct funds, maintenance contracts and any one-time monies such as Instructional Equipment.

For Program Chairs in control of Ancillary accounts, obtain a year-end balance sheet (from Becky Sulay) and include expenditures only.

Combine general fund total and ancillary total for final dollar amount. Translate to units using chart.

12. Leadership = 2 units each program as defined on the matrix

(Leadership, unique aspects and complexities of each program)

Appendix AA-3
2010-11 Program Chair Compensation Matrix
Annual Teaching Units

	Contract Faculty	Adjunct Faculty	Courses Catalog	Sections (calendar year)	Students (calendar year)	Majors per contract faculty	Industry Advisory	Accreditation	Facilities Business	Performance	Budget & Ancillary	Leadership	Total	Last Year	Difference
	1	2	3	4	5	6	7	8	9	10	11	12			
ADAPT PE	1.5	0.0	0.0	0.0	0.5	0.25	2.0		2.5		0.0	2.0	8.75	8.75	0.00
Astro/Geol/Ocean	1.5	0.5	0.5	0.0	1.0	0.25					0.0	2.0	5.75	6.25	-0.50
Biology	1.0	0.5	0.5	0.5	1.0	0.50					1.0	2.0	7.00	7.50	-0.50
BARE	1.0	1.0	1.0	0.5	2.0	3.00	2.0				0.0	2.0	12.50	12.00	0.50
CABT	1.5	1.0	0.5	0.0	1.0	0.50	2.0				0.0	2.0	8.50	8.00	0.50
CEM	1.5	1.5	0.5	0.0	0.5	3.00	2.0		1.0		0.0	2.0	12.00	11.50	0.50
Chemistry	1.0	1.0	0.5	0.5	1.0	0.25					1.0	2.0	7.25	6.25	1.00
Comput.Science/CIS	1.0	0.5	1.0	0.5	1.0	1.00	2.0				0.0	2.0	9.00	9.50	-0.50
Culinary Arts	1.0	1.0	0.5	0.5	1.0	0.50	2.0		7.0		2.5	2.0	18.00	18.50	-0.50
Cultural Studies	1.0	1.5	0.5	1.0	2.0	0.50	2.0		1.0		0.0	2.0	11.50	11.50	0.00
Dance	1.5	1.5	0.5	0.5	1.0	1.50				1.0	0.0	2.0	9.50	8.50	1.00
Dental Hygiene	1.0	1.5	0.5	0.0	0.0	0.50	2.0	3.0	5.0		1.5	2.0	17.00	17.50	-0.50
Digital Media	1.0	1.0	0.5	0.0	1.0	1.00	2.0				0.0	2.0	8.50	8.50	0.00
ECE	1.0	2.0	1.0	0.5	1.0	1.50	2.0	3.0	2.0		0.0	2.0	16.00	15.50	0.50
Engineering	1.5	0.5	0.0	0.0	0.0	3.00					0.0	2.0	7.00	7.00	0.00
English/Journalism	2.0	3.0	1.0	2.0	3.0	0.25	2.0				0.0	2.0	15.25	15.25	0.00
ESL	1.5	1.0	1.0	0.0	0.5	0.25					0.0	2.0	6.25	6.25	0.00
Etech Weld	1.5	1.0	0.5	0.0	0.5	3.00	4.0		2.5		0.0	2.0	15.00	15.00	0.00
Global Studies	1.0	2.0	1.0	1.0	3.0	0.50					0.0	2.0	10.50	11.50	-1.00
Horticulture	1.5	1.0	0.5	0.0	0.5	3.00	2.0		5.0		1.5	2.0	17.00	15.50	1.50
HServ/HS	1.5	0.5	0.5	0.0	1.0	1.50	2.0				0.0	2.0	9.00	9.50	-0.50
Mathematics	2.0	2.5	1.0	2.0	3.0	0.25					1.0	2.0	13.75	13.75	0.00
Medical Assist	1.5	1.0	0.5	0.5	1.0	3.00	2.0	3.0	2.5		0.0	2.0	17.00	15.50	1.50
Music	1.0	2.0	1.5	1.0	2.0	0.50				2.0	2.0	2.0	14.00	14.00	0.00
Photography	1.5	1.0	0.5	0.0	0.5	1.50					0.0	2.0	7.00	7.00	0.00
Kinesiology/Athletics	1.0	3.0	1.5	2.0	3.0	0.50					0.0	2.0	13.00	12.25	0.75
Physics	1.5	0.5	0.0	0.0	0.5	0.25					0.0	2.0	4.75	4.75	0.00
Radiologic Tech	1.5	1.0	1.0	0.0	0.5	2.00	2.0	3.0	1.0		0.0	2.0	14.00	14.00	0.00
Reading	1.5	1.0	0.5	0.0	0.5	0.25					0.0	2.0	5.75	5.25	0.50
SPECS	2.0	1.5	1.0	1.5	3.0	0.50					0.0	2.0	11.50	11.50	0.00
Studio Arts	1.0	2.5	1.0	1.0	2.0	1.00					1.0	2.0	11.50	12.50	-1.00
Theater Arts	1.0	0.5	0.5	0.0	1.0	0.25				2.0	3.0	2.0	10.25	11.00	-0.75
World Languages	1.0	2.0	1.0	1.0	2.0	0.50					0.0	2.0	9.50	10.00	-0.50
	43.5	42.0	22.5	16.5	41.5	36.25	34.0	12.0	29.5	5.0	14.5	66.0	363.25	361.25	

APPENDIX AA.4

ACADEMIC SPECIALIST/DIRECTORS WITH ADDITIONAL COMPENSATION

DIRECTOR	HOURS/ WEEK	UNITS	STIPEND	TOTAL CONTRACT DAYS
DSP&S	18			195
Athletics	36		4686	195
Stroke Center 25%	9	2.25 (if summer session is offered)		
Allied Health Director 50%	18			
Nursing Director	36	3 (summer)		
Tchg Lrng Ctr/Staff Dev	36			195
EOPS	36			195
Learning Skills	36	3 (annual)		
Counseling	36			185
	27 hours directing			
	9 hours counseling students			
Academic Specialists Computing Technology Center (note: does not include the Integrated Learning Center)				195

APPENDIX AA.5

INSTRUCTIONAL/STUDENT SERVICES SUPPORT FACULTY COMPENSATION ARTICLE 11.6.3.2.2

All other faculty reassigned to support students, faculty, and/or maintain facilities or to provide support for a special project, whether funded by the college or categorically funded, shall be compensated at a rate to be negotiated as specified in Article 11.6.3.2.2. Those positions that are presently reassigned are as follows:

Cabrillo Stage	12 units per year
Dental Lab Coordination	1 unit per semester
Gallery	10 units per year, 3 units summer
Nursing LVN Coordination (when applicable)	1 unit per semester
Puente (English)	8 units per year
RT Clinic	16 units per year plus 4 units summer 2 units wintersession
Theatre Sets	6 units per year
Culinary Arts/Summer Weddings	2 units per year
Digital Bridge Academy	6 units per year
Physics Learning Center Coordinator	2 units per year
Math Mediated Learning Coordinator	2 units per year
Transfer/Career Center Coordinator	25 hours per week

APPENDIX AA.6

OTHER REASSIGNED TIME

Other ongoing reassigned time not listed elsewhere in the Contract:

Cabrillo College Faculty Senate 38 units annually

Faculty Senate positions are presently reassigned as follows:

Annual units

President (including 3 units for summer)	18
Vice President	6
Secretary	2
Treasurer	2
Curriculum Committee Chair	6
Academic Council Chair	2
Content Review Subcommittee Chair	2

APPENDIX AA.7

CONVERSION OF TEACHING UNITS TO HOURS

16 WEEKS – UNITS TO HOURS PER WEEK

UNITS	HOURS PER WEEK
.5	1.20
1	2.40
2	4.80
3	7.20
4	9.60
5	12.00
6	14.40
7	16.79
8	19.19
9	21.59
10	23.99
11	26.39
12	28.79
13	31.19
14	33.58
15	35.98

$2.33 \times \text{units} = \text{total} \times 17.5 = \text{total} / 17 = \text{chart}$

16 weeks plus FLEX = 17 weeks

Appendix BB

Student Evaluation of Librarian

Librarian Name _____ Date _____

Please indicate your appraisal of the librarian's performance by drawing a circle around the number that most closely expresses your view. The purpose of the process is to improve the librarian's effectiveness. Your fair and honest opinion is what really counts. **Do not sign your name to this sheet.**

Rate the librarian in each of the following categories:	Excellent	Good	Acceptable	Below Average	Poor	Does Not Apply
The librarian:						
1. Was knowledgeable regarding appropriate information resources.	5	4	3	2	1	X
2. Made me feel comfortable in seeking assistance.	5	4	3	2	1	X
3. Understood my request.	5	4	3	2	1	X
4. Communicated clearly.	5	4	3	2	1	X
5. Was genuinely interested in helping me.	5	4	3	2	1	X
6. Was effective in teaching me how to use library resources.	5	4	3	2	1	X
7. Made appropriate referrals to additional information resources.	5	4	3	2	1	X
8. Was someone I would recommend to other students.	5	4	3	2	1	X
9. My overall evaluation of this librarian is:	5	4	3	2	1	X

10. Describe the strengths of the librarian; please be specific and give examples.

11. What could the librarian do to improve their effectiveness?

12. If you have any additional comments regarding any categories listed above, please be specific and give examples.

Appendix CC

Student Evaluation of Online Instructor

1. Instructor's Name _____ Date _____

2. Course Title _____

One of the major responsibilities of the college is to promote high teaching standards among its faculty. Please take the time to evaluate the instructor of this course.

Evaluate the instructor by responding to the following questions. Please be thoughtful and candid in your responses. Be assured that you will remain anonymous in this process and that your answers will be given the highest consideration. They will be forwarded to your instructor at the end of the semester after grades have been submitted. **Do not put your name on this survey.**

About the Course *Check answer*

3. Is there a required text or software for your course?
yes ☐ no ☐

4. Is there a website for your course?
yes ☐ no ☐

5. How often do you use the online materials?
☐ Daily ☐ 3 times/wk ☐ 2 times/wk ☐ 1 time/week or less

6. Are the computer system requirements for the course clearly stated?
☐ yes ☐ no

7. Is the instructor contact information clearly posted?
☐ yes ☐ no

8. Which of the following methods of contact between the instructor and students are regularly used in this course? *Check all that apply.*

 - ☐ Announcements/Bulletin Boards
 - ☐ Chat rooms
 - ☐ Discussion boards
 - ☐ Email communication
 - ☐ Teleconferencing
 - ☐ Telephone conversations
 - ☐ Voice mail
 - ☐ Correspondence by postal mail
 - ☐ Office hours
 - ☐ Scheduled face-to-face meetings
 - ☐ Field trips
 - ☐ Study and/or review sessions
 - ☐ Other _____ (describe)

9. Rate your Online Instructor in each of the following categories:	Excellent	Good	Acceptable	Below Average	Poor
A. Instructional materials such as web pages, texts and software are appropriate and useful.	5	4	3	2	1
B. Course objectives and grading policies are specifically stated and clearly explained in course materials.	5	4	3	2	1
C. Amount and types of assigned course work are appropriate.	5	4	3	2	1
D. Course content is well organized.	5	4	3	2	1
E. Methods of evaluation are clearly written and related to subject matter. (For example: tests, projects, writing assignments, and portfolios)	5	4	3	2	1
F. Grading is fair and impartial.	5	4	3	2	1
G. During contact with your instructor, he/she demonstrates an enthusiasm for the subject.	5	4	3	2	1
H. During contact with your instructor, he/she is knowledgeable and prepared.	5	4	3	2	1
I. In contacts with your instructor, he/she encourages your interest, participation, and intellectual effort.	5	4	3	2	1
J. The instructor communicates clearly.	5	4	3	2	1
K. The instructor is accessible for individual communication.	5	4	3	2	1
L. The instructor demonstrates respect and concern towards students, including respectful consideration of any accommodations, special needs, or special requests, if asked.	5	4	3	2	1
M. Returns graded assignments in reasonable time with helpful comments	5	4	3	2	1
N. My overall evaluation of this instructor is:	5	4	3	2	1

(over)

*Revised April 2010
2010-13 Contract*

Comments:

10. Describe the strengths of the instructor; please be specific and give examples.

11. What could the instructor do to improve his/her effectiveness or teaching skills?

12. Would you recommend this instructor to other students and would you take another distance education class from this instructor? Why or why not?

Appendix DD

Evaluation Team Classroom Observation/Evaluation for Children's Center Teachers

Instructor Name: _____ Date: _____ Hour: _____

Criteria referenced on the reverse side should be considered.

OBSERVATIONS

Class/Activity: _____ Number of students in attendance: _____

The following material is intended to be included in the final evaluation and may reflect information summarized from other course materials and student evaluations, respecting confidentiality.

Commendations

Recommendations

Signature of Observer/Evaluator: _____ Date: _____

Date of meeting with evaluatee (within two weeks of classroom visit): _____

Evaluation Team Classroom Observation/Evaluation for Children's Center Teachers Criteria

In addition to the Criteria in the CCFT Contract, Article 17, the following criteria should be considered:

1. How well are the classroom activities and environments planned and organized? Do they reflect the needs of the children, families, and adult students? Is there an appropriate balance of structure and flexibility in classroom routines and plans?
2. Does the teacher provide clear information and direction to children, families, and adult students?
3. How would you judge the teacher's knowledge of and ability to apply child development principles?
4. Do you believe the teacher encourages relevant involvement from children, families, and adult students?
5. How would you describe the relationships of children, families, and adult students to the teacher?

Appendix EE

Student Evaluation of Children's Center Teacher

Children's Center Teacher's Name _____ Date _____

Please indicate your appraisal of this teacher's performance by drawing a circle around the number that most closely expresses your view. The purpose of this process is to improve the teacher's effectiveness. These forms will not be available to the teacher until after grades for the class have been turned in. Your fair and honest opinion is what really counts. **Do not sign your name to this sheet.**

.....

Rate your teacher in each of the following categories:	Excellent	Good	Acceptable	Below Average	Poor	Does Not Apply
1. Provides a warm and welcoming classroom for me, for children, and for families	5	4	3	2	1	X
2. Prepares stimulating materials, projects, and classroom environments	5	4	3	2	1	X
3. Uses a variety of teaching and discipline techniques that are appropriate for the ages of the children	5	4	3	2	1	X
4. Makes me feel comfortable in seeking assistance, listens to my requests, and responds with respect and concern	5	4	3	2	1	X
5. Communicates information, directions, and expectations clearly and effectively	5	4	3	2	1	X
6. Encourages my participation in the classroom and other school programs	5	4	3	2	1	X
7. Helps me understand children's behavior, and the positive ways to assist and respond to children	5	4	3	2	1	X
8. Gives me helpful feedback	5	4	3	2	1	X
9. Models professional behavior	5	4	3	2	1	X
10. Displays enthusiasm for teaching	5	4	3	2	1	X
11. Has a good attendance record	5	4	3	2	1	X

My overall evaluation of this instructor is:

Excellent Good Acceptable Below Average Poor

(over)

Comments (please use additional sheets if necessary):

12. Describe the strengths of the teacher; try to be specific and give examples.

13. What suggestions for improvement would you make for this teacher?

14. Would you recommend this teacher to others?

15. Any additional comments?

Appendix FF

Family Evaluation of Children's Center Teacher

Children's Center Teacher's Name _____ Date _____

Please indicate your appraisal of this teacher's performance by drawing a circle around the number that most closely expresses your view. The purpose of this process is to improve the teacher's effectiveness. Your fair and honest opinion is what really counts. **Do not sign your name to this sheet.**

.....

Rate your teacher in each of the following categories:	Excellent	Good	Acceptable	Below Average	Poor	Does Not Apply
1. Provides a warm and welcoming classroom for my family and others.	5	4	3	2	1	X
2. Is aware of and tries to meet my child's needs and interests by preparing stimulating materials, projects, and classroom environments	5	4	3	2	1	X
3. Uses a variety of teaching and discipline techniques that are appropriate for my child	5	4	3	2	1	X
4. Makes me feel comfortable in seeking assistance, listens to my requests, and responds with respect and concern	5	4	3	2	1	X
5. Communicates information, directions, and expectations clearly and effectively	5	4	3	2	1	X
6. Encourages my participation in the classroom and other school programs	5	4	3	2	1	X
7. Helps me understand my child's behavior, and the positive ways to assist and respond to it	5	4	3	2	1	X
8. Gives me helpful feedback about my child's behavior and activities	5	4	3	2	1	X
9. Models professional behavior	5	4	3	2	1	X
10. Displays enthusiasm for teaching	5	4	3	2	1	X
11. Has a good attendance record	5	4	3	2	1	X

My overall evaluation of this instructor is:

Excellent Good Acceptable Below Average Poor

(over)

Comments (please use additional sheets if necessary):

12. Describe the strengths of the teacher; try to be specific and give examples.

13. What suggestions for improvement would you make for this teacher?

14. Would you recommend this teacher to others?

15. Any additional comments?

Appendix GG

Faculty Evaluation of Program Chair/Academic Specialist Director

To be returned anonymously and handled confidentially

To be distributed by appropriate administrator to all program faculty during the semester of the Program Chair/Academic Specialist Director's evaluation (See Article 17.4.7). Please return to the appropriate administrator by _____.

Program Chair/Academic Specialist Director _____ Division _____ Date _____

Instructions: Please take some time to evaluate the performance of your Program Chair/Academic Specialist Director. These forms will be given to the Program Chair/Academic Specialist Director at the end of the evaluation process.

Please circle one: Contract Adjunct

Rate your Program Chair/Academic Specialist Director in each of the following categories:	Excellent	Good	Acceptable	Below Average	Poor	Does Not Apply
1. Works with program faculty to promote continuous improvement of the quality of instruction	5	4	3	2	1	X
2. Coordinates efforts to meet program responsibilities within the Division or program	5	4	3	2	1	X
3. Possesses and uses good communication skills with individuals, taking time to meet one-on-one to promote rapport and trust	5	4	3	2	1	X
4. Performs assigned duties and responsibilities as agreed upon with the appropriate administrator	5	4	3	2	1	X
5. Performs appropriate record-keeping, correspondence, coordination, and reporting	5	4	3	2	1	X
6. Demonstrates fairness, collaboration and responsiveness to program faculty and program needs	5	4	3	2	1	X
7. Complies with college policies and procedures	5	4	3	2	1	X
8. Coordinates and/or provides mentoring for new faculty and adjunct faculty	5	4	3	2	1	X
9. Involves the program faculty to identify staffing needs, make recommendations, and process search and selection efforts when needed	5	4	3	2	1	X
10. Involves the program faculty to assess program budget needs and make recommendations and coordinates with Division Office and program support staff to process budget matters	5	4	3	2	1	X
11. Provides effective and efficient coordination of financial resources in consultation with supervisor	5	4	3	2	1	X
12. Coordinates efforts of program faculty to revise, create and implement program curriculum as identified in Instructional Planning documents according to established deadlines	5	4	3	2	1	X
13. Coordinates scheduling and catalog development efforts with program faculty according to established deadlines	5	4	3	2	1	X
14. Provides leadership for the program's planning process, accreditation and other reports as needed; coordinates program faculty efforts and guides the completion of the report according to established deadlines	5	4	3	2	1	X
15. Works with program faculty, support staff and college operations to promote efficient use of facilities	5	4	3	2	1	X
16. Coordinates efforts to organize, publicize and present program-related performances/public events	5	4	3	2	1	X
17. Demonstrates skill at developing collaboration amongst the program and/or Division, creating a team environment.	5	4	3	2	1	X

My overall evaluation of this Program Chair/Academic Specialist Director is:

Excellent Good Acceptable Below Average Poor

Please write additional comments on reverse side.

APPENDIX HH

TO: *(Adjunct being evaluated)*

FROM: *(Division Administrator)*

DATE: *(no later than end of 5th week of semester)*

RE: Your Evaluation

The evaluation process includes a class observation. I have asked _____ to serve as your in-class evaluator. S/he will contact you and arrange for a class visit at a mutually convenient time. Your evaluator will need about 10 minutes of class time at the end of the hour or just before a break, to distribute and collect student evaluations. **All classroom visits should occur PRIOR TO _____** *(insert date—suggest about end of 11th week)* **and you should be given at least one week's notice. Your in-class evaluator will contact you and discuss his/her observations within two weeks of the classroom observation. So, please let your in-class evaluator know how to best contact you and when you would be available for this discussion.**

You have the option of requesting that a second evaluator, in addition to the one listed above, participate in your evaluation, including making a separate classroom observation. If you wish to add a second faculty member to your evaluation process, please note the name of your choice here _____, and return this form to me by _____ *(recommend one week past above date)*. Please note that a second evaluator is an option, not a requirement.

Please complete the attached self-evaluation form and return it to me by _____ *(insert date about end of 8th week)*. I have also attached a copy of the evaluation criteria found in the CCFT contract. Please read this carefully. If you have any questions, contact me at _____ *(insert administrator's phone number)*.

As the division administrator, I am responsible for writing your final evaluation. I will carefully consider the report(s) provided to me by your in-class evaluator(s), the student evaluations, and your self-evaluation as well as any other information that is pertinent. When your final evaluation is completed, just prior to the end of the semester, I will contact you and ask you to meet with me to discuss this report. A copy of this final evaluation and the student evaluations will be returned to you after grades are submitted.

(attach a copy of CCFT Contract Evaluation Criteria Article 17.3)

Appendix II

Cabrillo BP 4340
League BP 3720

COMPUTER AND NETWORK USAGE POLICY

It is the policy of the Cabrillo Community College District that use of computing and networking resources at Cabrillo College is primarily for purposes related to the institution's mission of education and public service. All users of the network and computer resources have a responsibility not to compromise computer and network function and to respect the rights of others.

Users of College information resources must respect copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, respect the rights of other computer users, and respect existing laws regarding the use of college resources for political, personal and commercial use.

The confidentiality of electronic resources cannot be assured, but the College recognizes that employees have a substantial interest in privacy. Such confidentiality may be compromised by applicability of law or administrative regulation supporting this policy, by unintended redistribution, or because of inadequacy of current technologies to protect against unauthorized access. Computer and network use policies at this institution supplement but do not replace existing state and federal laws and regulations regarding use of electronic resources.

Adopted: June 14, 2010

COMPUTER AND NETWORK USAGE ADMINISTRATIVE REGULATIONS**I. SCOPE AND APPLICABILITY****A. College System**

The Cabrillo College Computer and Network systems are the sole property of Cabrillo College. They may not be used by any person without the proper authorization of the College, and they are to be used primarily for College business and educational purposes.

B. Applicability

This regulation is applicable to all College students, faculty and staff and to others using Cabrillo College information resources. Users who are accessing Cabrillo College electronic communication resources from off-campus sites are responsible for obeying the regulation. This regulation refers to all College electronic information resources whether individually controlled or shared, stand-alone or networked. It applies to all computer and computer communication facilities owned, leased, operated, or contracted by the College. This includes personal computers, workstations, mainframes, minicomputers, and associated peripherals, software and information resources, regardless of whether used for administration, research, teaching or other purposes.

C. Conditions of Use

Individual units within the College may define additional conditions of use for information resources under their control. These statements must be consistent with this overall regulation but may provide additional detail guidelines and/or restrictions.

D. Enforcement of Policy

This regulation exists within the framework of the College Board of Trustees' policies and State and Federal laws. A user of College information resources who is found to have violated any of these policies may be subject to disciplinary action including but not limited to loss of information resources privileges; disciplinary suspension or termination from employment or expulsion; and/or civil or criminal legal action.

II. POLICIES**A. Copyrights and licenses**

Computer users must respect copyrights and licenses to software and other online information.

- (1) Copying - Software protected by copyright may not be copied except as expressly permitted by the owner of the copyright or otherwise permitted by copyright law. Protected software may not be copied into, from, or by any College facility or system, except pursuant to a valid license or as otherwise permitted by copyright law.
- (2) Number of Simultaneous Users - The number and distribution of copies must be handled in such a way that the number of simultaneous users does not exceed the number of original copies purchased unless otherwise stipulated in the purchase contract.
- (3) Copyrights - In addition to software all other copyrighted information (text, images, icons, programs, audio, video, etc.) retrieved from computer, network Internet or other resources must be used in conformance with applicable copyright, the Teach Act, and other law. Copied material must be properly attributed.
- (4) Plagiarism of computer information is prohibited in the same way that plagiarism of any other protected work is prohibited.

B. Integrity of Information Resources

Computer users must respect the integrity of computer-based information resources.

- (1) **Modification or Removal of Equipment** - Computer users must not attempt to modify or remove computer equipment, software, or peripherals that are owned or housed by Cabrillo College without authorization from systems administrators (Information Technology or unit administrator) at Cabrillo College.
- (2) **Unauthorized Use** - Computer users must not interfere with others' access and use of College computers. This may include, but is not limited to: the sending of chain letters, either locally or off campus; printing excess copies of documents, files, data, or programs, deliberately running programs that intentionally damage or slow down the college network; unauthorized modification of system setups, operating systems, or disk partitions; attempting to crash or tie up a College computer or network; and damaging or vandalizing College computing facilities, equipment, software or computer files.
- (3) **Unauthorized Programs** - Computer users must not intentionally develop or use programs which disrupt other computer users or which access private or restricted portions of the system or which damage the software or hardware components of the system. Computer users must not use programs or utilities which interfere with other computer users or which modify normally protected or restricted portions of the system or user accounts.

C. Unauthorized Access

Computer users must not seek to gain unauthorized access to information resources and must not assist any other persons to gain unauthorized access.

- (1) **Abuse of Computing Privileges** - When using College information resources, users must not access computers, computer software, computer data or information, or networks without proper authorization, or intentionally enable others to do so, regardless of whether the computer, software, data, information, or network in question is owned by the College. For example, abuse of the networks to which the College belongs or the computers at other sites connected to those networks will be treated as an abuse of College computing privileges.
- (2) **Reporting Problems** - Any irregularities discovered in user accounts or system security must be reported promptly to the Associate Vice President, Information Technology or one of the Information Technology Managers so that steps can be taken to investigate and solve the problem.
- (3) **Password Protection** - Cabrillo computer users with password-protected accounts may not disclose the password or otherwise make the account available to others without permission of the user's supervising administrator and notification to the Manager, Technology Services, Information Technology Department.
- (4) **System Security** – Screening of system-wide incoming electronic information solely for the purpose of system security, i.e., virus protection, may be performed as needed.

D. Usage

Computer users must respect the rights of other computer users and adhere to all applicable laws.

- (1) **Messages and Images** - Users may not use College electronic communication facilities to send or intentionally access fraudulent, harassing, obscene, or threatening messages that are a violation of applicable federal, or state or other law. College policies or which constitute prohibit the unauthorized release of confidential information.
- (2) **Information Belonging to Others** – Users must not intentionally seek or provide information on, obtain copies of, or modify data files, programs, or passwords belonging to other users, without the permission of those other users.

- (3) Rights of Individuals – Users must not release any individual's (student, faculty, and staff) personal electronic information to anyone without appropriate authorization.
- (4) User identification – Users of College information resources shall not send communications or messages anonymously or without accurately identifying the user's originating account or station.

E. Political, Personal and Commercial Use

The College is a non-profit tax-exempt organization and, as such, is subject to specific federal, state and local laws regarding sources of income, political activities, use of public property and similar matters.

- (1) Political Use - College information resources must not be used for support of partisan political activities where prohibited by federal or state laws.
- (2) Personal Use - College electronic resources may be used for incidental personal purposes provided that, in addition to the foregoing constraints and conditions, such use does not:
 - (i) directly or indirectly interfere with the College operation of computing facilities or electronic mail services;
 - (ii) burden the College with noticeable incremental cost; or
 - (iii) interfere with the email user's employment or other obligations to the College.
- (3) Commercial Use - College information resources should not be used for non-college commercial purposes.

F. Nondiscrimination

All users have the right to be free from any conduct connected with the use of Cabrillo College network and computer resources, which discriminates against any person on the basis of race, color, national origin, gender, sexual orientation, age, religion, or disability.

G. Information Regarding Access and Disclosure

Cabrillo College recognizes that employees have a substantial interest in, and reasonable expectations of, privacy with regard to the electronic mail messages they send or receive, even when those messages involve only college business, and the electronic information resources used are in the course of their employment.

Users of the Information Technology at Cabrillo College must be aware of possible unintended communications disclosure. In many cases, information entered on or transmitted via computer and communications systems may be retrieved, even if a user has deleted such information.

- (1) Cabrillo College reserves the right to access and disclose the contents of employee electronic information resources, but will do so only when it has a legal need to do so. Cabrillo College will not monitor electronic mail messages. However, Cabrillo College reserves the right to disclose any electronic mail message and/or other electronic information as required by law.

In the event of an emergency, such as a serious illness or injury, it may be determined by the supervising administrator that access to an employee's electronic information resources is necessary to conduct College business. The supervising administrator will make every effort to obtain the employee's permission to access the electronic information. If this determination is made and the College cannot obtain the employee's consent, at least two administrators/managers must review and approve this access. Any access undertaken without such approval is a breach of Cabrillo College policy for which employees will be disciplined.

An employee is prohibited from violating the privacy of others, i.e., electronic snooping.

- (2) Incoming electronic mail that has been “malformed” and/or corrupted in transmission that cannot be delivered by the system may be opened by the mail administrator (a designated staff person in Information Technology). The mail administrator will attempt to identify the intended recipient, cause the mail to be delivered, and notify the recipient that the message had to be opened for delivery.