

Collective Bargaining Agreement (CBA)
between



MONTEREY PENINSULA
College

Monterey Peninsula Community College District
and



MPCTA
monterey peninsula college
teachers association

**Monterey Peninsula College Teachers
Association (MPCTA)/CTA/NEA**

October 1, 2022– June 30, 2025

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Preamble

This is an Agreement made and entered into this 29th day of August of 2022, between the MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the "District," and the MONTEREY PENINSULA COLLEGE TEACHERS ASSOCIATION (MPCTA)/CTA/NEA, hereinafter referred to as the "Association." This Agreement is entered into pursuant to Sections 3540 et seq. of the Government Code of the State of California. The term "Agreement" hereinafter shall mean this entire document, including Exhibits. This Agreement shall be effective October 1, 2022.

Article 1 - Recognition

1.1. Unit Members

The District recognizes the Association as the exclusive representative of all full-time and part-time (see Section 1.1.1) academic employees of the District who are not designated as educational administrators. Academic employees include, but are not limited to, instructional faculty, counselors, librarians, certificated learning support faculty, and Division Chairs.

1.1.1. Exclusions

Part-time faculty employed for less than 10 percent (10%) of a full-time faculty load and for fewer than three (3) instructional weeks, and other intermittent, guest lecturer, substitute-only, or non-contract faculty shall not be considered part of the bargaining unit.

1.2. New and Redefined Positions

New or redefined academic positions shall be assigned to the bargaining unit except those designated as educational administrator. The District and Association shall seek to resolve disputes in a timely manner. Should disputes not be resolved within thirty (30) days of the establishment of a new or redefined academic position, or within a mutually agreed to time, they shall be submitted to the Public Employment Relations Board for resolution. The District designation of a new or redefined position shall remain in effect until the issue is resolved.

1.3. Contracting Out

Before executing a contract for services which have been routinely performed by members of the bargaining unit and which will result in a lay-off, reduction of assigned hours, transfer or assignment of unit members, the District shall provide the Association with at least ten (10) business days notice and an opportunity to negotiate the decision and the effects of the proposed contract for services on the mandatory subjects of bargaining.

Article 2 - Non-Discrimination

Neither the District nor the Association shall illegally discriminate against any member of the negotiating unit or against any member of the Governing Board regarding matters specifically set forth in this Agreement because of race, color, ancestry, creed, religion, age, sex, national origin, political belief or affiliation, domicile, marital status, sexual orientation, physical disability (including HIV and AIDS), mental disability, medical condition or family relation to other employees or members of the Governing Board.

Article 3 - Negotiation Procedures

3.1 Notification

If either party desires to alter or amend this Agreement, it shall, not less than one hundred twenty (120) days prior to the expiration date, provide written notice to the other party of said desire to alter or amend.

3.2 Presentation of Association Proposals

No later than a reasonable time after presenting a written notice to alter or amend, the Association shall present its initial proposals in accordance with the public notice provisions of the Government Code Section 3540 et seq.

3.3 Commencement of Negotiations

After the District presents its initial position in accordance with the public notice provisions of the Government Code Section 3540 et seq. negotiations shall commence at a mutually acceptable time and place.

3.4 Release Time for Negotiations

A reasonable number of Association representatives shall be provided reasonable release time as described in Exhibit D without loss of compensation for the purpose of meeting and negotiating.

3.5 Consultants

Either party may utilize the services of consultants to assist in the negotiations process.

3.6 Ratification

Ratification of a total agreement by the District and the Association shall be sought within a reasonable time after tentative agreement has been reached, but not later than the next regularly scheduled meeting of the Governing Board after ratification has been accomplished by the Association.

The Association shall have at least fourteen (14) calendar days to ratify the Agreement after tentative agreement is reached. In the event the next regularly scheduled meeting of the Governing Board will result in untimely consideration of the tentative agreement, a special Governing Board meeting may be called for that purpose.

By mutual consent, individual tentative agreements may be taken to the Association membership and the Governing Board for ratification when such individual action is deemed appropriate and necessary.

3.7 Agreement of Parties

This Agreement covers all matters negotiated by the parties. Negotiations shall not take place during the term of this Agreement on matters negotiated but not included with this Agreement except for negotiations on a successor agreement. The District reserves the right to take action on any items not included in the contract.

3.8 Contract Interpretation

In the event of a disagreement over contract interpretation, which is not the subject of a grievance, the President/Superintendent (or designee) and the Association President (or designee) will meet informally and attempt to resolve the issue. They may make recommendations to the negotiating representatives for contract language modifications or additions. Their work is not intended to substitute for negotiations between the District and Association, or to supersede the negotiations process. It will not abrogate or infringe upon the rights of the Association and its members under Article 6 (Grievance) or Article 7 (Complaints.)

Article 4 - Association Rights

4.1 Access to Members

Representatives of the Association shall have the right of access at reasonable times to areas in which employees work, provided such activity does not disrupt the College's operations.

4.1.1 Definition of Reasonable Times

Representatives of the Association may engage in legal organizational activities involving direct contact with teaching and non-teaching unit members when such unit members are not engaged in teaching, counseling, holding scheduled office hours, or participating in other District approved or assigned activity.

4.2 Access to Bulletin Boards

The Association may use bulletin boards designated by the district in consultation with the appropriate department and/or division chairs, in all division offices, the administration building, the printing center, LTC faculty lounge, and the offices at the Marina Education Center and Seaside Public Safety Training Center. Requests for bulletin boards in other places are to be made to the Vice President for Administrative Services for administrative consideration.

4.3 Access to Equipment

The Association may use District owned duplicating machines on a fair share cost basis in order to prepare documents used exclusively at the table in negotiating with the Governing Board representatives so long as the use is in accordance with college procedures and does not conflict with instructional support users.

4.4 Furnishing of Information

Information which is readily available to the general public shall be furnished to the Association upon request. The District may charge for the cost of reproduction and materials necessary to furnish the requested information, but the District shall have no obligation to provide information in a format other than the format that is readily available.

Upon request, the names and addresses of unit members shall be released to the Association at the beginning of each academic year and upon request periodic updates. Telephone numbers will be included for those employees who authorize their release. These names and addresses shall be used by the Association only for those activities required for exercise of its responsibility as an exclusive representative.

4.5 Faculty Status

Nothing in the implementation of AB 1725 shall deprive faculty members or the Association of their status or their rights under Section 3540-3549 of the Government Code. Faculty members who are primarily engaged in faculty or other bargaining unit duties and who perform "supervisory" or "management" duties incidental to their performance of primary professional duties shall not be deemed supervisory or managerial employees as those terms are defined in Section 3540.1 of the Government Code, because of those duties. These duties include, but are not limited to, serving on hiring, selection, promotion, evaluation, budget development, and equal employment opportunity committees, and making effective recommendations in connection with these activities. Those employees whose duties are substantially similar to those of their fellow faculty members shall not be considered supervisory or management employees.

4.6 Association Office

The District shall provide the Association with an office on the Monterey campus.

Article 5 - Professional Dues or Fees and Payroll Deductions

5.1 Dues

Any unit member who is a member of the Association or who has applied for membership may sign and deliver to the District administration through the designated unit representative an assignment authorizing deduction of unified MPCTA/CTA/NEA dues. Such authorization shall continue in effect from year to year unless revoked in writing within the thirty (30) day period following the expiration of this Agreement. Pursuant to such authorization, the District shall deduct one tenth of such dues from the regular salary check of the unit member each month for ten (10) months commencing on or about September 2. Deductions for unit members who sign such authorization after the commencement of the academic year shall, at the designation of the Association representative, be appropriately prorated to complete payments by the end of the period of which the unit member is employed during the current academic year.

5.2 Hold Harmless

The Association shall indemnify and hold harmless, including reasonable attorney's fees, the District and its officers or representatives, against claims because of civil or other actions arising from the administration and implementation of this Article, except for claims that arise because of negligence on the part of the District.

5.3 Remittance of Sums and Names

With respect to all sums deducted in accordance with 5.1 above, the District agrees promptly to remit monthly, within fifteen (15) days following the date of deduction on the unit member's pay warrant, such monies to the Association's designee, accompanied by an alphabetical list of unit members for whom such deductions have been made, indicating any changes in personnel from the list previously furnished.

5.4 Furnishing of Information

The Association agrees to furnish any information needed by the District to fulfill the provisions of this Article.

5.5 Other Deductions

Upon appropriate written authorization from the unit member, and so far as the County Office of Education agrees, the District shall deduct from the salary of any unit member and make appropriate remittance for annuities, credit union, savings bonds, charitable donations, or any other legally authorized plans or programs.

Article 6 - Grievance Procedure

This Article is intended to promote the early identification, review, and resolution of grievances as defined in this Article at the lowest levels possible. This Article is not intended to address the student grievance process, which is addressed in the District's Administrative Procedure 5530. For information on student complaints, please see Article 15.16.

6.1 Definitions

6.1.1 Grievance

A "grievance" is an allegation that the specific provisions of this Agreement have been misinterpreted, misapplied, or violated.

6.1.2 Complaint

A "complaint" is an allegation made by an employee that they have been adversely affected in an employer-employee matter relating to policies, procedures and administrative guidelines not within the provisions of this Agreement or federal, state or local statutes, regulations or mandates, and shall be processed under the provisions of Article 7.

6.1.3 Grievant

A "grievant" is any unit member or the Association adversely affected by an alleged violation of the specific provisions of this Agreement. Unless the Association is grieving Articles 3, 4, or 5 of this Agreement, the Association shall name a grievant for each grievance filed.

6.1.4 Day

A "day" for purposes of this Article is any day in which the District administrative offices are open for business, exclusive of Saturdays, Sundays, and holidays.

6.1.5 Immediate Supervisor

The "immediate supervisor" for the purpose of this section is the first level educational administrator who has supervisory responsibility over the grievant.

6.1.6 Adjustment

An Adjustment is a modification of the original language in a grievance. Adjustments to the language of written grievances may be provided at Levels I, II or III but not in the event of a Mediation or Arbitration.

6.2 General Provisions

6.2.1 Representation

The grievant, any person who might be required to take action, or any person against whom action might be taken in order to resolve the claim, upon request, may be accompanied by a representative at each stage of the grievance procedure.

6.2.2 Confidentiality

The District may request information from others in order to investigate and attempt to resolve a grievance. Disclosure that a grievance has been initiated should not be disclosed except by mutual agreement of the District and MPCTA.

6.2.3 Records

All documents dealing with the processing of a grievance shall be filed separately from the personnel files of the participants and maintained in the Office of Human Resources. All records used in the grievance procedure which may have derived from personnel, evaluation, or other files maintained by the District, shall be returned to those files without indication that they have been used in the grievance procedure.

6.2.4 Appearances at Grievance Processing

When it is necessary for a unit member to appear at a grievance meeting or hearing as a grievant or witness during the teaching day, the unit member shall, upon notice to the appropriate immediate supervisor, be released without loss of pay to participate in the activities. Reasonable efforts shall be made to schedule meetings at a time that does not conflict with regular duties and obligations.

6.2.5 Resolution of Grievances

Any unit member may at any time present grievances to the District and have such grievances adjusted without the intervention of the Association, as long as the adjustment is reached prior to arbitration and the adjustment is not inconsistent with the terms of this Agreement; provided that the District shall not agree to a resolution of the grievance until the Association has received a copy of the grievance and the proposed resolution and has been given the opportunity to file a response. Upon request of the grievant, the grievant may be represented at any stage of the grievance procedure by a representative of the Association.

6.2.6 Forms

Forms for filing grievances shall be prepared by the District and with the advice of the Association. Such forms shall be reproduced by the District. [Grievance forms are attached as Exhibit H.](#)

The originals of all forms completed during the grievance process, as well as of all written communications concerning the grievance, shall be submitted to the Office of Human Resources. Copies should be provided to the grievant, the appropriate administrator(s), and the Association, as applicable.

6.3 Time Limits

6.3.1 Compliance and Flexibility

With the written consent of both parties, the time limitation for any step may be extended or shortened.

6.3.2 Calculation of Time Limits

Time limits for appeal provided in each stage of the grievance process shall begin the day following receipt of a written decision or appeal by the parties.

6.3.3 Expedited Time Limits

The time limits set forth herein may be reduced by mutual agreement so that the procedure can be completed prior to the end of the academic year or the parties shall set a date for completion within ten (10) days following that academic year.

6.3.4 Failure to Meet Timelines

Failure at any step of this procedure to communicate the decision on a grievance by the District within the specified time limits shall permit proceeding to the next step of the procedure within the time allotted had the decision been given. If the grievance is not advanced by the grievant or grievants in accordance with the time limits, the decision last made by the District shall be deemed final.

6.3.5 Initiation of Grievances

A grievance must be initiated within ten (10) working days after the grievant knew, or reasonably should have known, of the circumstances which form the basis for the grievance. If an event giving rise to a grievance occurs during a unit member's program breaks, vacation, recess, or other than a long term leave of absence, the District and the unit member may mutually agree to a delay in processing. The agreement shall be in writing.

In cases of alleged contract violations that have occurred on a repeated and ongoing basis, grievants have not waived their rights to file grievances on current alleged contract violations when they did not file grievances regarding the alleged past violations. A grievance is initiated when a grievant asks the appropriate administrator for an oral conference pursuant to the procedures set forth in Article 6.5.1.1, 6.5.2.1, or 6.5.3.1.

6.4 Exceptional Grievance Procedures

6.4.1 Multiple Grievants

Aggrieved unit members affected by the same issue may consolidate their grievance as long as the District and the Association agree to such consolidation.

6.4.2 Multiple Administrators

If the grievance involves unit employees with different immediate supervisors as defined in Section 6.1.5, the grievance shall be filed with each of those administrators in accordance with the procedures described in Section 6.5. The District and the Association may agree to consolidate multiple grievances that are related or of a similar nature.

6.4.3 Grievances against an Educational Administrator

In ordinary instances, a grievance will be initiated at Level I with the immediate supervisor who will be the Level I Administrator. If the grievance involves action or inaction by the immediate supervisor as defined in Section 6.1.5, the grievance shall be presented to the appropriate Vice President at Level II as defined in 6.5. If the grievance involves action or inaction by a Vice President, the grievance shall be presented to the Superintendent/President at Level III as defined in 6.5.

6.4.4 Violations of Articles 3, 4, or 5

An allegation by the Association of a violation of Articles 3, 4, or 5 shall be presented to the Superintendent/President at Level III as defined in 6.5.

6.5 Grievance Levels

There are three grievance levels adjudicated by different administrators.

6.5.1 Level I – Formal Written Grievance with Immediate Supervisor

The grievant may present a formal written grievance identifying the specific provisions of the Agreement that have been misinterpreted, misapplied, or violated, to an immediate supervisor as defined in Section 6.1.5, in all cases except those defined in Levels II and III, within ten (10) working days after the grievant knew, or reasonably should have known, of the circumstances which form the basis for the grievance.

The Level I Administrator shall hold discussions within ten (10) working days of receipt of the formal written grievance and attempt to resolve the matter. If the Level I Administrator is unavailable, the Superintendent/President shall designate an alternate administrator. Within ten (10) working days after receiving the formal written grievance, the Level I Administrator or designee shall file a written decision to the Level I Grievance with the Office of Human Resources with a copy to the grievant and the Association.

6.5.2 Level II - Formal Written Grievance with Vice President

A Level II grievance is presented in writing, using the [grievance appeal form \(Exhibit H-2\)](#), to the appropriate Vice President in all cases when the grievance involves action or inaction by an immediate supervisor as defined in Section 6.1.5., and the Level I – Formal Written Grievance with Immediate Supervisor has concluded.

6.5.2.1 The Level II Decision

Within ten (10) working days after receiving the written grievance, the Level II Administrator shall hold a discussion with the grievant if requested by either party. Within ten (10) working days after this discussion (if held) or after

receiving the Level II Grievance (if no discussion is held), the Level II Administrator shall file a written decision to the Level II Grievance with the Office of Human Resources, with a copy to the grievant and the Association.

6.5.3 Level III

A Level III grievance is presented to the superintendent/president in all cases when the grievance involves action or inaction by a vice-president or when violations of Articles 3, 4, or 5 are alleged to have occurred, or if a grievance remains unresolved through Level I and II procedures.

6.5.3.1 Written Grievance at Level III

Upon exhaustion of Article 6.5.2 (if required) or within fifteen (15) working days after receipt of the written decision at Level II, the grievant may file a Level III Grievance on the [grievance appeal form \(Exhibit H-2\)](#) to the Office of the Superintendent/President, with a copy to the Office of Human Resources, the administrator with whom the initial written grievance was conducted, and the Association.

6.5.3.2 The Level III Decision

The Level III Administrator may hold a discussion with the grievant at the administrator's discretion. Within ten (10) working days after this conference (if held) or after receiving the grievance appeal, the Level III Administrator shall file a written decision to the Level III Grievance with the Office of Human Resources, with a copy to the grievant and the Association.

6.6 Mediation

6.6.1 Written Request for Mediation

If the grievant is not satisfied with the final decision made by the Superintendent/President, the grievant may within fifteen (15) days of the receipt of the final decision submit a request in writing to the District and Association for mediation of the dispute. Within fifteen (15) days of the grievant's receipt of the final decision from the Superintendent/President, the Association shall inform the district of its intent to seek mediation. The Association and the District shall attempt to agree upon a mediator. If no agreement can be reached on identifying a mediator within fifteen (15) days after receiving notice of the Association's intent to seek mediation, the parties shall request a mediator from the State Mediation and Conciliation Service.

6.6.2 Mediation Schedule

The mediator will, as soon as possible, schedule dates with the District and the Association to mediate the grievance. The grievant must be represented by the Association in the mediation and may participate in the mediation if they wish. The District, the Association, and the grievant, if a participant, shall work with the mediator to attempt to reach agreement on a resolution of the grievance. If the grievant is not a participant, it is the responsibility of the Association to communicate the results of the mediation to the grievant within ten (10) days.

All costs of the mediation shall be shared equally by the District and the Association. All other costs shall be borne by the party incurring those costs.

6.7 Binding Arbitration

6.7.1 Written Request for Arbitration

If the parties cannot reach agreement on the resolution of the grievance through mediation, within twenty (20) days of the grievant's receipt of the mediation results, the Association shall inform the District of its intent as to whether or not the grievance will be

arbitrated. The Association and the District shall attempt to agree upon an arbitrator. If no agreement can be reached within ten (10) days, they shall request that the State Conciliation Service supply a panel of five (5) names of persons experienced in hearing grievances in community colleges. Each party shall alternately strike a name until only one name remains. The remaining panel member shall be the arbitrator. The order of the striking shall be determined by lot.

6.7.2 Arbitration Schedule

The arbitrator shall, as soon as possible, hear evidence and render a decision on the issue or issues submitted. If either party so requests, the arbitrators shall specifically rule upon the arbitrability of issues. If the parties cannot agree upon a statement of issues, the arbitrator shall determine the issues by referring to the written grievance and the answers thereto at each step.

6.7.3 The Arbitrator's Jurisdiction and Authority

The District and the Association agree that the jurisdiction and authority of the arbitrator so selected and the award the arbitrator renders will be confined exclusively to the interpretation of the express provision or provisions of this Agreement at issue between the parties. The arbitrator shall have no authority to add to, subtract from, alter, amend, or modify any provisions of this Agreement or impose any limitations or obligations not specifically provided for under the terms of this Agreement. The Arbitrator shall be without power or authority to make any decision that requires the District or the administration to do an act prohibited by law.

6.7.3.1 The Arbitrator's Findings

After a hearing and after both parties have had an opportunity to make written arguments, the arbitrator shall submit in writing to all parties their findings and award.

6.7.3.2 The Arbitrator's Award

The award of the arbitrator shall be final and binding.

6.7.3.3 The Arbitrator's Fees and Expenses

The fees and expenses of the arbitrator shall be shared equally by the District and the Association. All other expenses shall be borne by the party incurring them, and neither party shall be responsible for the expense of witnesses called by the other. Either party may request a certified court reporter to record the entire arbitration hearing. The cost of the services of a court reporter shall be paid by the party requesting the reporter or shared by the parties if they both mutually agree. If the arbitrator requests a court reporter, the costs shall be shared equally by both parties.

6.7.3.4 Waiver of Rights by Grievant

By filing a grievance and processing it to arbitration, the grievant expressly waives any right to statutory remedies or to the exercise of any legal process other than as provided by this grievance/mediation/arbitration procedure. The processing of a grievance to arbitration shall constitute an express election on the part of the grievant that the grievance/mediation/arbitration procedure is the chosen forum for resolving the issues contained in the grievance, and that the grievant will not resort to any other forum or procedure for resolution or review of the issues. The parties do not intend by the provisions of this paragraph to preclude the enforcement of any arbitration award in any court of competent jurisdiction.

Article 7 - Complaints

7.1. Definitions

7.1.1. Complaint

A "complaint" is an allegation made by an employee who has been adversely affected on an employer-employee matter not covered by this Agreement or federal, state or local statutes, regulations or mandates. Alleged violations of this article shall not be processed as a grievance, nor shall complaints be processed as grievances.

7.1.2. Complainant

The "complainant" is the employee(s) making the claim or the designated representative of the Association when an Association complaint is alleged.

7.2. General Provisions

7.2.1. Service of Other Parties

The services of the Office of Human Resources, other district officials, or Association President may be requested by either the District or the complainant in the process of resolving the complaint.

7.2.2. Time Limits

A supervisor's failure to give a decision within the time limits shall permit the complainant to proceed to the next step. The time limits, however, may be extended by mutual agreement.

7.2.3. Conduct of Complaint Processing

An investigation or other handling or processing of any complaint shall be conducted so as to result in minimal interference with, or interruption of, the instructional program and related work activities.

7.2.4. Records

All documents dealing with the processing of a complaint shall be filed separately from the personnel files of the participants. This file shall be available for inspection only on the basis of legitimate need. A complaint record/log shall be maintained of the persons having access, the nature of the need, and the purpose for which the information is to be used. All records used in the complaint which may have derived from personnel, evaluation, or other files maintained by the District, shall be returned to those files without indication that they have been used in the complaint procedure.

7.3. Procedure

7.3.1. First Step

An attempt shall be made to resolve any complaint in informal verbal discussion between complainant and the person who has immediate responsibilities (division chairperson, equivalent of division chairperson, or immediate supervisor or manager where no division chairperson or equivalent exists). This first step may be bypassed, if the complaint is directed toward the person who has immediate responsibility over that individual.

7.3.2. Second Step

If the complaint cannot be resolved informally, the complainant shall file the complaint in writing and, at a mutually agreeable time, discuss the matter with the person who was involved at step one. The written complaint shall state the nature of the complaint and shall state the remedy requested. The filing of the formal, written complaint at the second step should, if possible, be within twenty (20) days from the date of occurrence of the event giving rise to the complaint. The supervisor shall render a decision on the complaint and communicate it in writing to the unit member within ten (10) days after

receipt of the complaint.

7.3.3. Third Step

If the complaint is not resolved satisfactorily at the second step, there shall be available a third step, that of the Superintendent/President or designee. The complainant shall meet with or Superintendent/President designee within ten (10) days of receipt of the second step answer. Within ten (10) days of the meeting, the Superintendent/President or designee shall render a decision in writing regarding the complaint.

7.3.4. Appeal to the Governing Board

Should the complainant not be satisfied at the third step, the employee shall have ten (10) days to notify the Superintendent/President who shall then forward the written materials to the Governing Board. The Governing Board shall review the written records at an executive session of the next regularly scheduled Board meeting. The Board may make a final decision, request further information, schedule a hearing, or take whatever action it deems appropriate. If the Board requests further information or a hearing, a reasonable notice and an opportunity to prepare shall be given to the employee.

Article 8 - Leaves

8.1 Sick Leave

8.1.1 Entitlement

8.1.1.1 Contractual Employees

Full time faculty working a standard 175.5 day contract shall be entitled to ten (10) days of paid sick leave each academic year. Full- time faculty working extended year calendars shall earn sick leave at the rate of 0.25 day for each additional week of paid service beyond 175.5 days.

Part time contractual employees shall be entitled to sick leave proportionate to that of a full-time employee for a full academic year. For example, a part-time contractual faculty with a 60% academic year assignment shall be entitled to six (6) days sick leave; a part-time contractual faculty with a 60% one-semester assignment shall be entitled to three (3) days sick leave.

8.1.1.2 Non-Contractual Employee

Personnel employed on a non-contractual hourly basis shall be entitled to paid sick leave as their assignment relates proportionally to that of a full-time employee of 8.1.1.1 at the rate of one hour for every eighteen (18) hours of paid certificated service.

8.1.1.3 Availability of Entitlement

The full amount of leave to which an employee would be entitled for the current employment period shall be available on the first day of that period. A non-contractual hourly employee shall have available the full amount of entitlement for the current employment period after the first day of services; however, the class or classes to which such entitlement applies shall be only those classes which are maintained for the current employment period without cancellation. If, in any given period of employment, the continuing non-contract, hourly employee desires to exceed the available leave for that period of employment, they may petition the District, through Human Resources, to advance the required leave time based upon a positive showing by the employee that they have sufficient accrued sick leave and expected employment for the next period of employment. Any such advance will not exceed the amount expected to be earnable in the succeeding period of employment.

8.1.1.4 California Paid Sick Leave

The intent of this article is to meet the criteria to be exempt from the California Paid Sick Leave Law (AB 1522).

8.1.1.5 "Family Member" Defined

Unless otherwise stated, the term "family member" and references to family members in this Article shall mean:

- a. The employee's spouse or registered domestic partner.
- b. The parent, child, son-in-law or daughter-in-law of the employee or the employee's spouse or registered domestic partner.
 - i. "Parent" means a biological, adoptive, or foster parent, stepparent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood in loco parentis to the employee when they were a minor child.

- ii. "Child" means a biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, regardless of the child's age or dependency status.
- c. The grandparent, grandchild, or sibling of the employee or the employee's spouse or registered domestic partner.
- d. Any relative living in the immediate household of the employee.

8.1.2 Accrual

Unused sick leave shall accrue from employment period to employment period. However, sick leave accrued while paid on a contractual basis shall be used for contractual service and hourly sick leave shall be limited to application toward hourly service.

8.1.3 Method of Charging Sick Leave/Personal Leave Against the Accrued Total

For full time faculty members, deduction for sick leave will equal the proportion of the total hours assigned for a full week that is determined by comparing the hours missed with the total week's assignment including office hours. For part-time contractual and non-contractual hourly employees, the amount charged shall be in direct proportion to the method of accrual.

8.1.4 Verification

The employee's signature on forms provided by the District shall be the method for verification of sick leave. For employees whose absence is five (5) days or more, the District may require a physician's certification or other proof of illness before allowing payment for absence due to illness, accident, or quarantine. Additionally, it shall be the prerogative of the District to require verification of an absence of less than five (5) days if the District has reason to believe that the absence may not have been used for proper illness/ accident leave purposes.

8.1.5 Transfer of Unused Sick Leave

Upon written certification by the former school district, unused sick leave to which an employee is entitled shall be transferred to the District. Such transfer shall be restricted to those employees whose service with the District began on or after September 1, 1965, and began not more than one (1) year after terminating service in another California school district where they had served for not less than one (1) school year.

8.1.6 Compensation

Absence covered by accumulated sick leave shall be at the existing pay rate on the appropriate salary schedule.

8.1.7 Extended Illness

Extended sick leave not to exceed five (5) school months (e.g., 100 work days) shall be provided when all accrued sick leave has been used and additional absence is necessary. The five (5) school month period shall commence following expiration of the use of the sick leave to which the employee is entitled for that employment period. Extended illness benefits shall be discontinued when employment is terminated or at the end of the employment period of temporary employees, from date of employment through termination, and shall not exclude scheduled breaks within a semester or between semester of any one academic year if employment is continued.

8.1.7.1 Compensation

Compensation for such leave shall be that amount of pay equal to the difference between the employee's pay and the substitute rate of pay, whether a substitute is hired or not, except as provided in 8.1.8.2.

8.1.7.2 50% Compensation

The compensation for this period of absence shall not be less than fifty (50) percent of the employee's regular salary.

8.1.8 Notification

The employee shall notify their supervisor (e.g. Dean or Director) and division office of their absence due to illness within a reasonable amount of time prior to their assignment (normally at least two (2) hours prior). Such notification can be accomplished by phone or email.

8.1.8.1 Substitutes

The division chairperson or immediate supervisor shall be responsible for attempting to secure a qualified substitute who, upon approval of the Dean assigned to the area, will meet and conduct the class/classes.

8.1.8.2 Requirement for Compensation

In order to receive compensation while absent on sick leave, an employee must provide notification of their absence in accordance with the stated procedure.

8.1.9 Positive Attendance Course Sick Leave

If class hours missed because of use of sick leave/personal leave are required to be made up because of the nature of the course, the employee so affected shall be compensated for the makeup session at the appropriate rate.

8.1.10 Certification of Leave Taken

At the end of the leave or at the end of each month, the employee shall certify any day or days of sick leave or personal necessity leave taken during that month on a specific leave form provided by the District.

8.2 Catastrophic Leave Program and Donated Leave

8.2.1 Case by Case Basis with Mutual Agreement

On a case-by-case basis with mutual agreement between Monterey Peninsula College Teachers Association and the District, any bargaining unit member may donate accumulated and unused eligible leave credits to another bargaining unit member when that bargaining unit member suffers from a catastrophic illness or injury.

8.2.2 Definitions

8.2.2.1 Catastrophic Illness or Injury

“Catastrophic illness” or injury means an illness that is expected to incapacitate the bargaining unit member for an extended period of time and taking such extended time off from work creates a financial hardship for the bargaining unit member because they have exhausted all of their accrued paid leave.

8.2.2.2 Day

For purposes of this section, a “day” for Regular Instructors in the Evening (R.I.E.) is equal to 5 hours. For all contractual instructors, regardless of whether they hold partial or full contracts, a “day” is equivalent to an accrued payroll sick leave day.

8.2.2.3 Eligible Leave Credits

“Eligible leave credits” means sick leave accrued to the donating bargaining unit member.

8.2.3 Eligibility

Eligible leave credits may be donated to a bargaining unit member for a catastrophic illness or injury if all of the following requirements are met:

- a) The bargaining unit member who is suffering from a catastrophic illness or injury requests that eligible leave credits be donated and provides written verification of

- catastrophic injury or illness as required by the District and/or Association.
- b) The District and/or Association determines that the bargaining unit member is unable to work due to the bargaining unit member's catastrophic illness or injury.
 - c) The bargaining unit member has exhausted all accrued paid leave credits.
 - d) The bargaining unit member has not taken any prior catastrophic leave within the ten-year period counted backwards from the proposed date for taking catastrophic leave under this section.

8.2.4 Procedure

8.2.4.1 Request in Writing

A bargaining unit member who wishes to receive the catastrophic leave benefit must request in writing to the Association and District that donations of eligible leave credits be solicited on their behalf. The request must have attached written verification of the catastrophic injury or illness.

8.2.4.2 Solicitation of Donations

Donations will be solicited by a joint announcement of the Association and District on behalf of a specifically named individual who meets the requirements for this benefit.

8.2.4.3 Donation of Leave Credit

By written notice to the District, any bargaining unit member may donate up to five days of their eligible leave credits. The bargaining unit member must donate a minimum of one day of leave credit. A minimum number of 15 days of accumulated sick leave must be held and subsequently maintained by a bargaining unit member before a donation can be made.

8.2.4.4 Maximum Donated Leave Credits

The maximum amount of time that donated leave credits may be used by the recipient bargaining unit member shall not exceed 180 work days.

8.2.4.5 Irrevocability of Transfer of Leave Credits

All transfers of eligible leave credits shall be irrevocable; if donated leave is not used, it is lost to both donor and donee.

8.2.4.6 Use of Unit Member's Accruing Leave Credits

A bargaining unit member who receives paid leave pursuant to this section shall use any leave credits that they continue to accrue on a monthly basis prior to receiving paid leave pursuant to this catastrophic leave benefit.

8.2.4.7 Use of Extended Sick Leave Before or After Catastrophic Leave

The bargaining unit member may choose to use extended sick leave either before or after catastrophic leave. Catastrophic leave cannot be used simultaneously with extended sick leave. Once the choice is made, the chosen leave must be exhausted before the other leave can be utilized.

8.2.4.8 Ten Year Limit

A bargaining unit member may take advantage of this benefit only once every ten years.

8.3 Leave of Absence for Personal Necessity

8.3.1 Annual Entitlement

Effective July 1, 1990, a full-time, contractual unit member shall be entitled to ten (10) days per fiscal year for Personal Necessity Leave without loss of pay. Such leave shall be deducted from accrued sick leave. Personal necessity Leave for part-time contractual

employees and non-contractual employees shall be prorated on the basis of the ratios set forth in Section 8.1.

8.3.2 Definition

Personal necessity shall include the following:

8.3.2.1 Death or Serious Illness of Employee's Immediate Family

Death or serious illness of a member of the employee's immediate family (as defined in Article 8.1.1.2), when additional leave is required beyond that provided under Section 8.9 - Bereavement Leave.

8.3.2.2 Accident Involving Person or Property

Accident involving the person or property of the employee or the person or property of a member of the employee's immediate family.

8.3.2.3 Appearance in Court or Any Administrative Tribunal

Appearance in any court or before any administrative tribunal as a litigant, party of witness under subpoena or any order made with jurisdiction. However, if the unit member believes the subpoenaed appearance in court is directly related to the scope of their employment, then they may contact the Office of Human Resources to request that the appearance not be charged against personal necessity leave. If the District determines that the appearance is directly related to the unit member's scope of employment, the appearance will be considered a regular duty day if it falls on a day the member is regularly scheduled. If the appearance falls on days that are not regularly scheduled, then those days may be used as Flex Days. If the unit member has already completed their contract year (including Flex Days), then the time may be first charged to the following year's, or if necessary, to subsequent years' Flex Time obligation, and second, to any extra duty days requirement. Requests to have an appearance considered within the scope of employment must be made at least five working days in advance of the appearance, or as soon as the subpoena delivery permits. When not using personal necessity leave, compensation received for the court appearance (excluding mileage) must be assigned to the District, and the unit member will record the days of court appearance on the appropriate reporting form.

8.3.2.4 Personal Business

Conduct of any personal business, household or family matter which requires absence of the employee during normal working hours.

8.3.3 Request and Notification

Advance notice of at least twenty four (24) hours shall be made to the division chair or equivalent of the division chair for the use of such leave except for emergencies. Such leave is to be taken from the accumulated sick leave of the employee.

8.3.4 Payment and Written Verification

Payment for such necessity leave shall be made only upon the employee's written notification on the absence form upon return from such leave, indicating that the absence was due to a personal necessity and indicating the nature of such necessity. The authorized leave days will be considered duty days for salary purposes.

8.4 Kin Care Leave (Labor Code 233)

8.4.1 Provisions

California Labor Code allows an employee to use up to one half of their annual accrued sick leave for the diagnosis, care, or treatment of an existing health condition, or

preventative care of an employee's family member (as defined in Article 8.1.1.2). Such leave shall be deducted from accrued sick leave.

8.4.2 Integration with Personal Necessity Leave

Each day of kin care leave used under this section will first be taken from personal necessity leave up to the maximum available as defined in 8.3.1. However, each such day of kin care leave taken will also reduce the statutory number of days available for kin care as defined in 8.4.1.

If personal necessity leave has been exhausted, but the unit member has not exhausted the amount of kin care leave as defined in 8.4.1, then each day of kin care leave will be taken from the balance of kin care leave remaining until it is exhausted.

Examples:

Assume that sick leave is 10 days per year, so kin care leave is 5 days per year. Assume that personal necessity leave is 10 days per year, deducted from accrued sick leave:

1. Mona has not taken any personal necessity leave so far this year. In March they need to take 3 days of kin care leave to look after a sick child. They now have 7 personal necessity days remaining, and 2 days of kin care leave remaining. In June, they take another 2 days of kin care leave. They now have 5 days of personal necessity leave remaining, but their kin care leave has been exhausted. In November, they need to take 7 days leave to take care of another sick child. Five of these days are taken from personal necessity, exhausting that leave. Their kin care leave is also exhausted, so the remaining 2 days would have to be taken as unpaid leave CFRA/FMLA leave, if available and any days off thereafter to take care of sick family would be unpaid.
2. Jake has exhausted all their personal necessity leave this year due to a lengthy court case they were involved in. They need to take 7 days off to take care of their sick spouse. Five of these days are taken from kin care leave (if Jake has at least two accrued, unused sick days), but the remaining days would have to be taken as unpaid leave.

8.4.3 Request and Notification

Advance notice of at least twenty four (24) hours shall be made to the division chair or equivalent of the division chair for the use of such leave except for emergencies. Such leave is to be taken from the accumulated sick leave of the employee.

8.4.4 Payment and Written Verification

Payment for family medical leave shall be made only upon the employee's written notification on the absence form upon return from such leave, indicating that the absence was due to family medical leave. The authorized leave days will be considered duty days for salary purposes.

8.5 Industrial Accident or Illness Leave

8.5.1 Provisions

An employee who suffers an injury or illness arising out of and in the course and scope of employment shall be entitled to a paid leave from the first day of absence. For temporary employees, this leave shall be from the date of employment through termination and shall not exclude scheduled breaks within a semester or between semesters of any one (1) academic year if employment is continued.

8.5.2 Entitlement

The leave shall not exceed sixty (60) working days in any one (1) fiscal year (July 1 to June 30) for any one (1) illness or injury.

8.5.3 Non-Cumulative

Allowable leave shall not be accumulated from year to year.

8.5.4 Overlap of Leave

If the leave overlaps into the next fiscal year, the employee shall be entitled to only that amount of leave which was not used at the end of the fiscal year in which the injury or illness occurred for the same illness or injury.

8.5.5 Periods of Absence

Allowable periods of absence caused by industrial accident or illness shall not be considered a break in service. During such periods of leave, the employee shall return to the former or comparable position within their credentials and qualifications when able to do so except that any employee on leave remains subject to the transfer and reassignment provision of this Agreement.

8.5.6 Compensation

8.5.6.1 During Leave

During the period of the industrial accident or illness leave, the employee shall be paid by the District the regular day's wage, and the employee shall endorse for payment to the District the Workers' Compensation Insurance check. Payment for wages lost on any day shall not, when added to an award granted the employee under the Workers' Compensation Insurance, exceed the normal wage for the day.

8.5.6.2 Deductions

Normal authorized deductions, including retirement contributions, shall be deducted from the pay warrant issued to the employee on an industrial accident or illness leave.

8.5.6.3 Upon Exhaustion of Leave

If the employee is unable to return to duty after exhausting paid industrial accident or illness leave, the employee shall receive any earned sick leave and extended illness leave benefits. Such leave allowances shall be reduced only in the amount necessary to provide a full day's wages or salary, when added to any wage loss benefit check from Worker's Compensation Insurance. The employee shall continue to endorse the disability check for payment to the District.

8.5.7 Reduction of Entitlement

Industrial accident or illness leave shall be reduced by one (1) day for each day of authorized absence regardless of a compensation award made under the Worker's Compensation Insurance.

8.5.8 Permission to Leave the State

During absence due to industrial accident or illness, the employee shall remain in California unless permission to leave the State is obtained from the Superintendent/President or designee.

8.6 Family and Medical Care Leave

In accordance with the Federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), the District will provide family and medical care leave for eligible employees, as defined.

8.6.1 Definitions

8.6.1.1 12 Month Period

12-Month Period - means fiscal year.

8.6.1.2 Child

Child means a child under the age of 18 years of age, or 18 years of age or older who is incapable of self-care because of a mental or physical disability. An employee's child is one for whom the employee has actual day-to-day responsibility for care and includes a biological, adopted, foster or stepchild.

8.6.1.3 Serious Health Condition

Serious Health Condition means an illness, injury impairment, or physical or mental condition that involves:

- a) Any period of incapacity or treatment in connection with a hospital, hospice, or residential medical care facility;
- b) Any period of incapacity requiring absence from work, of more than three calendar days, that also involves continuing treatment by (or under the supervision of) a health care provider;
- c) Continuing treatment of a health care provider for a chronic or long-term health condition that is incurable or so serious that, if not treated, would likely result in a period of incapacity of more than three calendar days; or
- d) Prenatal care by a health provider.

8.6.1.4 Continuing Treatment

Continuing Treatment - means:

- a) Two or more visits to a health care provider;
- b) Two or more treatments by a health care practitioner (e.g., physical therapist) on referral from or under the direction of a healthcare provider; or
- c) A single visit to a health care provider that results in a regimen of continuing treatment under the supervision of the health care provider.

8.6.2 Unit Members Eligible for Leave

A unit member is eligible for leave if the unit member has been employed on a full-time basis for at least one (1) contractual year. If employed on a part-time basis for the prior contractual year, a unit member must also have completed 1,250 hours of service during the twelve months preceding the start of the leave. The 1,250 hour requirement does not apply to parental leave under CFRA.

8.6.3 Reasons for Leave

Leave is only permitted for the following reasons:

- a) The birth of a child or to care for a newborn of a unit member;
- b) The placement of a child with a unit member in connection with the adoption or foster care of a child;
- c) Leave to care for a child, parent or a spouse who has a serious health condition; or
- d) Leave because of a serious health condition that makes the unit member unable to perform the functions of their position.

8.6.4 Amount of Leave

Eligible unit members are entitled to a total of 12 workweeks of leave during any fiscal year. A unit member's entitlement to leave for the birth or placement of a child for adoption or foster care expires 12 months after the birth or placement.

8.6.5 Unit Member Benefits While on Leave

Leave under this article is unpaid, except for Parental Leave taken under Article 8.8. In addition, while on leave, unit members will continue to be covered by the District's medical, dental and vision plans. However, unit members will not continue to be covered under life insurance and/or any other non-health benefit plans. Unit members may make the appropriate contributions for continued coverage under the preceding benefit plans by direct payments made to these plans. Unit member contribution rates are subject to any change in rates that occurs while the unit member is on leave.

If a unit member fails to return to work after their leave entitlement has been exhausted or expires, the District shall have the right to recover its share of plan premiums for the entire leave period, unless the unit member does not return because of the continuation, recurrence, or onset of a serious health condition which would entitle the unit member to leave. The District shall have the right to recover premiums through deduction from any sums due the District (e.g., unpaid wages, vacation pay, etc.)

8.6.6 Use of Other Accrued Leaves While On Leave

If a unit member uses leave for any reason permitted in Section 8.5.3a-c, they must concurrently exhaust all other accrued leaves (except sick leave) in connection with the leave. The exhaustion of other accrued leaves will run concurrently with the leave.

If a unit member requests leave for their own serious health condition (8.5.3d), in addition to concurrently exhausting other accrued leaves, the unit member must also concurrently exhaust sick leave.

8.6.7 Medical Certification

Unit members who request leave for their own serious health condition or to care for a child, parent or a spouse who has a serious health condition, must provide written certification from the health care provider of the individual requiring care. If the leave is requested because of the unit member's own serious health condition, the certification must include a statement that the unit member is unable to perform the essential functions of their position.

If the District has reason to doubt the validity of a certification, the District may require a medical opinion of a second health care provider chosen by the District. If the second opinion is different from the first, the District may require the opinion of a third provider jointly approved by the District and the unit member. The opinion of the third provider will be binding.

If a unit member requests leave intermittently (a few days or hours at a time) or on a reduced leave schedule to care for an immediate family member with a serious health condition, the unit member must provide medical certification that such leave is medically necessary. "Medically Necessary" means there must be a medical need for the leave and that the leave can best be accomplished through an intermittent or reduced leave schedule.

8.6.8 Unit Member Notice of Leave

Although the District recognizes that emergencies arise which may require unit members to request immediate leave, unit members are required to give as much notice as possible of their need for leave. If leave is foreseeable, at least 30 days notice is required. In addition, if a unit member knows that they will need leave in the future, but does not know the exact date(s) (e.g., for the birth of a child or to take care of a newborn), the unit member shall inform their supervisor (e.g. Dean or Director) and Division Chair as soon as possible that such leave will be needed. If the administrator determines that a unit member's notice is inadequate or the unit member knew about the requested leave in advance of the request, the administrator may delay the granting of the leave until the district can, in its discretion, adequately cover the position with a substitute.

8.6.9 Reinstatement Upon Return From Leave

Upon expiration of leave, a unit member is entitled to be restored to the position of employment held when the leave commenced, or to an equivalent or comparable position.

As a condition of restoration of a unit member whose leave was due to the unit member's own serious health condition, which made the unit member unable to perform their job, the unit member shall obtain and present a fitness-for-duty certification from the health care provider that the unit member is able to resume work. Failure to provide such certification will result in denial of restoration.

8.6.9.1 TLU Carryover for Anticipated Family and Medical Care Leave

A unit member who informs the Office of Human Resources of an anticipated Family and Medical Care leave within two semesters, may have the option to retain three (3) additional TLUs, from an overload or summer assignment, in excess of the limit for TLU carryover established in Article 15. If the additional three (3) TLU's are not used to offset an underload within two semesters, the District shall pay these TLUs in excess of the limit established in Article 15 at the hourly pay scale effective at the time of payment.

8.6.10 Required Forms

Unit members must fill out the following applicable forms in connection with leave under this article:

- a) Request for Family or Medical Leave Form prepared by the District to be eligible for leave;
- b) Medical certification - either for the unit member's own serious health condition or for the serious health condition of a child, parent or spouse;
- c) Authorization for payroll deductions for benefit plan coverage continuation; and
- d) Fitness for duty to return from leave certification.

8.7 Pregnancy Disability Leave

8.7.1 Definition

For the purposes of this section, pregnancy disability leave is defined as illness absence because of pregnancy, miscarriage, abortion, childbirth, and recovery therefrom and shall be considered a temporary disability.

8.7.2 Entitlement

Such leave, at the discretion of the employee, may be a paid leave and may be deducted from accumulated sick leave and if necessary from extended illness leave. The length of the leave, including the date on which the leave shall commence and the date on which the employee shall resume duties, shall be determined by the employee and the employee's physician.

8.7.3 TLU Carryover for Anticipated Pregnancy Disability Leave

A unit member who informs the Office of Human Resources of an anticipated leave within two semesters, may have the option to retain three (3) additional TLUs, from an overload or summer assignment, in excess of the limit for TLU carryover established in Article 15. If an employee anticipates using both Pregnancy Disability Leave and Family and Medical Care Leaves they will be eligible to retain only three (3) additional TLU's rather than the three (3) for each type of leave taken. If the additional three (3) TLU's are not used to offset an underload within two semesters, the District may choose to pay out the excess TLU's at the hourly pay scale effective at the time of payment.

8.8 Parental Leave

8.8.1 Definition

Consistent with CFRA (Govt. Code 12945.2) and Education Code section 87780.1, an eligible employee may take up to twelve workweeks of "Parental Leave" per twelve-month period. Parental Leave may be taken for the birth of a child of the employee or the placement of a child with the employee in connection with the adoption or foster care of the child by the employee. Parental Leave must be taken within twelve months of the birth, adoptions, or fostering of the child. Pursuant to section 87780.1, accumulated sick leave may be used for purposes of Parental Leave and, once all accumulated sick leave is exhausted, the employee will receive differential pay for the remaining portion of the twelve-workweek Parental Leave absence. Parental Leave shall run concurrently with any parental or bonding leave taken pursuant to CFRA such that the aggregate amount of leave taken pursuant to this section, section 87780.1 and CFRA shall not exceed twelve workweeks in a twelve-month period. All requirements of CFRA shall apply to leave taken under this section except that an employee is not required to have 1,250 hours of service with the District during the previous 12-month period in order to take Parental Leave pursuant to this section.

8.8.2 Additional Parental Leave

Additional parental leave may be granted by the Governing board at its discretion as leave without pay.

8.9 Bereavement Leave

8.9.1 Entitlement

Unit members shall be entitled to three (3) days of paid leave if in paid status, or five (5) days if in paid status for travel of 300 miles (one way) or if out of state travel is required for each occurrence on account of the death of any member of the immediate family. This leave shall not be deducted from sick leave.

8.9.1.1 Definition of Immediate Family

"Immediate family" is defined in Article 8.1.1.5.

8.9.1.2 Extended Family Entitlement

Bereavement leave of two (2) days per occurrence shall be granted without loss of pay in the event of the death of a sister-in-law or brother-in-law of the employee.

8.10 Jury Leave

8.10.1 Entitlement and Juror's Fees

A leave of absence without loss of salary shall be granted to a unit member who is officially called for jury duty. Juror's fees, exclusive of mileage, received by the unit member shall be submitted to the District. This leave shall not be deducted from any accumulated leave. In the event that an employee is working for two (2) different employers, each of which requires the submission of juror's fees, the District shall waive that submission upon receipt of proof of payment of such juror's fees to the other employer.

8.11 Military Leave

8.11.1 Provisions

Leave shall be granted for military service in accordance with the provisions of Education Codes 87700, 87832, 87760-87762 and the Military and Veterans Code 395 through 395.4.

8.12 Exchange Teaching Leave

8.12.1 Entitlement

Regular certificated employees may apply for a leave of absence pursuant to Education Code Sections 87422-87424. The leave may be for the length of time permitted by Section 87422.

8.12.2 Request

A request for such leave shall be made in writing to the Superintendent/President a minimum of six (6) months prior to the date of the proposed exchange leave.

8.12.3 Compensation

The employee shall be paid their regular salary.

8.12.4 Reinstatement

The employee shall be reinstated in the former, or a comparable position within their service area upon return to the District.

8.12.5 Benefits

A unit member on Exchange Teaching Leave shall be entitled to those benefits accorded to other regular certificated employees which can appropriately be integrated with the exchange assignment.

8.13 Conference and Meeting Attendance

8.13.1 Authorization

With the advance approval of the appropriate dean, unit members may attend conferences/meetings.

8.13.2 Purpose of Conference Meeting

When such approved conferences/meetings are identified by the administration as being of direct benefit to the institution, employees shall be permitted to attend at no loss of salary and shall be eligible for full or partial reimbursement of expenses as outlined in Article 22.

8.13.3 Coverage of Classes

During the approved absence of an instructor attending a conference/meeting, classes shall be met and taught by existing contract/regular staff without additional reimbursement. Any exceptions must be authorized in advance by the appropriate dean.

8.13.4 Request Procedure

Requests for approval to attend conferences/meetings shall be submitted to their supervisor (e.g., Dean or Director) at least two (2) weeks in advance.

8.14 Leave of Absence for Educational Improvement

8.14.1 Authorization

Leaves of absence for educational improvement may be granted by official action of the Governing Board.

8.14.2 Qualifications

Only regular certificated employees are eligible to apply for leaves of absence for educational improvement. After three (3) years of satisfactory service, a temporary unit member who has met professional growth requirements in a continuing program is eligible to apply.

8.14.3 Duration

Leave of absence may be granted for one (1) semester, one (1) full academic year, or for more than one (1) year if it is warranted.

8.14.4 Purposes

The applicant shall submit a letter to the President/ Superintendent stating the program that they propose to follow while on leave to meet the purposes of the leave. The employee may accept a fellowship or grant-in-aid designed to promote the accomplishment of the purpose of the leave. Leaves for educational improvement may be for.

8.14.4.1 Study in Residence at an Accredited University or College

The course work must be planned to achieve some goal which has been approved by the Superintendent/President.

8.14.4.2 Study on a Special Project or Research Problem

Such a program may be substituted for the unit requirements of in- residence study if approved in advance by the appropriate dean and the Superintendent/President.

8.14.4.3 Study Through Work Experience

Such a program may be substituted for the unit requirements of in residence study. This program is intended chiefly for teachers who wish to study in schools maintained by a business or industry for craftsmen or technical workers or to obtain work experience in the vocational field in which the employee teaches. The specific school or a job offer must be submitted with the proposed program for prior approval by the Superintendent/President.

8.14.5 Compensation

Such leaves shall normally be granted without pay.

8.14.6 Return to Service

In order to achieve normal salary step progression, the employee shall agree to the satisfaction of the following:

8.14.6.1 Reporting Requirements

Upon completion of the leave, and no later than the end of the semester following return from leave, the employee shall submit one or more if applicable of the following to the President of the Academic Senate and the Superintendent/President: substantiating transcripts as appropriate as record of in-residence study; written report of study on a special project or research work; written report of work experience plus any evidence of completion of business or industrial schooling. In the spirit of AB 1725 on shared governance, the employee will also make an oral detailed report to the Academic Senate.

8.14.6.2 Reporting to the Community

Employees are expected to report to groups in the community if and when appropriate, on the experiences which have been of benefit to the College and the students of the District. This requirement may take the form of an article to be submitted to local newspapers or periodicals.

8.14.7 Extent and Distribution of Leaves

The number of certificated employees on such leaves shall be at the discretion of the Governing Board.

8.14.8 Application for Leave of Absence

Leave applications shall be submitted to the Superintendent/President prior to July 1 of the school year preceding the school year in which the leave is to be taken. Exceptions may be granted by the Superintendent/President if the applications are submitted on a timely basis.

8.14.8.1 Effective Dates

Leave shall normally become effective on the dates of the beginning of the semester only.

8.14.8.2 Subsequent Applications

Applications not approved one (1) year will not be given priority or preference for the following year. If an application for leave is not approved, and the employee wishes to apply again the next year, a new application must be submitted and shall be considered equally with other applications for that year.

8.14.8.3 Granting of Leave

Compliance with the requirements does not imply automatic granting of leave. The decision rests with the Superintendent/President and the Governing Board.

8.14.9 Effect of Leave on Salary Increments and Retirement

The leave shall be considered as time in service in the District for salary purposes. Insurance and retirement deductions shall be paid by the employee on leave. The leave shall not be considered as time in service toward sabbatical leave and shall be considered a break in service toward the accumulation of appropriate semesters for sabbatical leave. However, under a recognized fellowship or foundation approved by the Governing Board for a period of not more than a year, for research, teaching, or lecturing shall not be deemed as a break in continuous service, and the period of such shall be included in computing the six (6) consecutive years required for sabbatical eligibility.

8.14.10 Accident and Illness While on Leave of Absence

Interruption while on leave caused by serious illness or accident, evidence of which is satisfactory to the Superintendent/President or the Governing Board, shall not be held against an employee with regard to the fulfillment of the conditions under which the leave is granted, provided that the Superintendent/President has been promptly notified of such accident or illness. This notification shall be made by registered letter, mailed within thirty (30) days of the time of the accident or the onset of the illness.

8.14.11 Death or Injury

The District shall not be liable for death or injury to an employee while they are on leave.

8.15 Government Service Leave

8.15.1 Election to the Legislature

A permanent employee who is elected to the Legislature shall be granted a leave of absence for the duration of the term in office. Such absence shall not affect in any way the classification of the employee.

8.15.2 Return to Service

Within six (6) months after the term of office expires, the employee shall be entitled to return to the position held at the time of the election or a comparable position within their service area, at the salary the employee would have been entitled to receive had the employee not taken a government service leave.

8.16 Sabbatical Leaves

8.16.1 Qualifications for Sabbatical Leave

Full-time tenured unit members are eligible for consideration for sabbatical leave after completion of twelve (12) consecutive semesters of satisfactory service over a six year period in an academic position in the District.

8.16.1.1 Calculation of Service

The year in which the sabbatical leave is taken does not apply toward the next six (6) year period which establishes eligibility. Sabbatical leave may be taken during the seventh (7th) year.

8.16.1.2 Definition of Year

A year of qualifying service is defined to mean at least seventy-five (75) percent of the duty days for the school year. In cases where an applicant has rendered less than seventy-five (75) percent of the duty days in a given school year, the eligibility of that year is subject to the discretion of the Governing Board and the recommendation of the Superintendent/President.

8.16.1.3 Other Leaves of Absence in Calculation of Service

Other leaves of absence from service in the District granted by the Governing Board do not constitute a break in the continuity of service required for a sabbatical leave under this policy. The period of other leaves of absence shall not be included as service in computing the six (6) years of service required herein.

8.16.1.4 Interim Service During a Two Semester Sabbatical

Any period of service by the unit member intervening between the two separate six (6) month periods of the sabbatical shall comprise part of the service required for a subsequent sabbatical leave.

8.16.1.5 Non-Cumulative

Sabbatical leaves are not cumulative.

8.16.2 Standards of Service for Granting a Sabbatical Leave

8.16.2.1 Definition of Satisfactory Service

A satisfactory evaluation under the provisions of Article 14 - Evaluation shall be considered "satisfactory service."

8.16.2.2 Provisions

A unit member shall have demonstrated six (6) consecutive years of satisfactory service. Only those years of satisfactory service shall count toward the years required for sabbatical leave. Unsatisfactory service shall not constitute a break in service; however, two (2) years of satisfactory service are required prior to the commencement of the sabbatical leave.

8.16.3 Length of Sabbatical Leave and Compensation Terms

A qualified applicant may elect to take the granted sabbatical leave in one (1) of the following ways:

8.16.3.1 One Academic Year

One (1) full academic year at one-half (1/2) salary.

8.16.3.2 One Semester at Full Salary

One (1) full semester at full salary.

8.16.4 Sabbatical Objectives

8.16.4.1 Academic Study

The objective of the sabbatical involves academic study at an accredited university or college. Proposed course work shall be planned to achieve specific outcomes.

8.16.4.2 Research Program

The objective of the sabbatical involves engaging in primary research in their discipline.

8.16.4.3 Creative Project

This objective of the sabbatical is focused around creative expression. Outcomes might include creating and showing an art exhibit, traveling and performing in a musical tour, or writing a novel, short-story collection, poems or play.

8.16.4.4 Teaching or Research Fellowship

The objective of the sabbatical is to participate in fellowship programs.

8.16.4.5 Industry Training and/or Work Experience

The objective of the sabbatical is industry training and/or work experience in a field related to the discipline of the faculty member. The specific training program or job offer shall be submitted with the proposal.

8.16.4.6 Travel

The objective of the sabbatical is to travel for the purposes of cultural, political, economic, or linguistic enrichment where the travel is related to the faculty member's subject area and will expand or strengthen their subject mastery. Faculty applying under this category shall submit a proposed itinerary demonstrating specific objectives related to their discipline and/or assignment.

8.16.4.7 Curriculum Planning

The objective of the sabbatical is to support the planning and/or development of curriculum. Faculty applying under this category shall demonstrate the need and purpose for revision of existing courses or development of new courses. Leaves granted in connection with curriculum planning may include part-time teaching if that teaching is integral to the proposed curriculum development.

8.16.4.8 Combination of Objectives

A sabbatical proposal which is designed to meet multiple objectives of study, research, work experience, travel, and/or curriculum planning may be granted after the applicant has submitted a proposal containing specific objectives and relationship with their discipline and/or institutional assignment.

8.16.4.9 Special Considerations

Sabbatical leaves shall not be granted solely for the purpose of gainful employment.

8.16.4.10 Fellowships or Grants-in-Aid

The employee may accept a fellowship or grant-in-aid designed to promote the accomplishment of the stated sabbatical objectives.

8.16.4.11 Unallowable Sabbatical Objective

No substantial work for remuneration should be undertaken during a sabbatical leave without prior approval.

8.16.5 Return to Service

After completion of a sabbatical leave, the unit member shall return to service in the District for a period equal to twice the period of the leave. Failure to do so obliges the unit member to reimburse the District an amount prorated according to the period actually served upon return from that sabbatical. (For example, an employee who did not return from sabbatical would reimburse the District the total compensation paid during the

period of sabbatical leave; an employee who returned for only one (1) year of service after a full year sabbatical leave would pay one half (1/2) the total compensation).

Reimbursement must be made within sixty (60) calendar days of the time service to the District is terminated. All exceptions will be at the discretion of the District.

8.16.6 Report of Completion

Upon completion of the leave, and no later than the end of the semester following return from the leave, the unit member shall

1. submit the following to the Superintendent/President:
 - a. transcripts of record of academic study (if applicable); and
 - b. written report of the sabbatical objectives and experience study on a special project or research work; written report of work experience plus any evidence of completion of business or industrial schooling;
2. deliver a presentation of the sabbatical objectives and experience to their Division and the Academic Senate; and
3. make a good faith effort to share the outcomes of the sabbatical objectives and experience with the greater campus community, where applicable.

8.16.7 Number of Participants

Each year the District shall provide up to two faculty members with the opportunity to take sabbatical leave within an academic year.

Opportunities to take sabbatical leave in any given year will not carry over into subsequent years.

8.16.8 Application for Sabbatical Leave

8.16.8.1 Timeline for Submission

Sabbatical leave applications shall be submitted to the Sabbatical Review Committee by March 1.

8.16.8.2 Written Application and Division Chairperson Review

The written application shall include information concerning the general plans and objectives of the sabbatical. See district form.

8.16.8.3 Review by Professional Development Committee

The Professional Development Committee and/or sub-committee of it shall meet for joint action in screening and discussing the applications. Recommendations shall then be forwarded by the committee to the Superintendent/President, whose final recommendations shall be forwarded to the Governing Board.

8.16.8.4 Approval of Revision of Granted Sabbatical

Any revision of approved sabbatical activities after the sabbatical leave has been approved shall be reviewed and approved by the Sabbatical Review Committee and approved by the Superintendent/President.

8.16.8.5 Commencement of Leave and Other Employment

Sabbatical leaves shall commence only on the beginning date of a semester. The applicant may accept gainful employment during the summer prior to and/or following the sabbatical year.

8.16.8.6 Applications Exceeding the Limitation

In the event more applications are received than can be granted and if the quality of the sabbatical applications is judged to be comparable and equal in merit, first consideration shall be given to those applicants who have not been

granted sabbatical leaves previously.

8.16.8.7 Status of Applications Not Approved

Applicants not approved one year are not necessarily given priority or preference for the following year. If an application for sabbatical leave is not approved, and the individual wishes to apply again the following year, a new application shall be submitted and shall be considered equally with other applications for that year. Failure to apply for a sabbatical leave when eligible does not affect a subsequent application.

8.16.8.8 Decision on Application

Compliance with the requirements stated in this Article does not imply automatic granting of sabbatical leave. Final decision on matters in this Article rests solely with the Superintendent/President and the Governing Board.

8.16.9 Notification

The Superintendent/President shall notify the applicant in writing as soon as the Governing Board has acted on the proposal. If the Governing Board rejects the applicant's leave request, the applicant shall be notified in writing and shall be informed of the reasons for rejection of the application.

8.16.10 Compensation While on Sabbatical Leave

The salary granted an employee on leave may be paid in the same manner as if the unit member were teaching in the District. To qualify, the unit member shall agree in writing to render the agreed upon period of service following return from the sabbatical leave, provided the Governing Board finds and by resolution declares that the interests of the District will be protected by such written agreement in lieu of furnishing bond.

8.16.11 Reduction of Compensation

If the unit member does not serve for the entire period of service agreed upon, the amount of compensation paid for the sabbatical leave shall be reduced by an amount which bears the same proportion to the total compensation as the amount of time which was not served bears to the total amount of time agreed upon.

8.16.12 Effect of Leave on Salary Increments and Retirement

The sabbatical leave shall be considered as time in service in the District for salary purposes. The leave shall be considered as time in service in the District for retirement purposes. Retirement deductions shall be made in proportion to the salary received.

8.16.13 Personal Crisis While on Sabbatical Leave

Interruption of a program of study or travel while on sabbatical leave, caused by personal crisis, evidence of which is satisfactory to the Superintendent/President and the Governing Board, shall not be held against a unit member with regard to the fulfillment of the conditions regarding study or travel under which the leave is granted, nor affect the amount of compensation to be paid the unit member while on leave, provided that the President/ Superintendent has been promptly notified of such accident or illness.

8.16.13.1 District Liability

The District shall not be liable for death or injury to a unit member while on sabbatical leave.

8.16.14 Breach of Sabbatical Leave Policy

8.16.14.1 Accountability

All applicants granted sabbatical leaves are accountable to the District.

a) Definition of Accountability

Accountability is defined to include compliance with the following:

8.16.14.1.a.1 Return to Service

Procedures outlined in 8.15.5 on return to service;

8.16.14.1.a.2 Completion Requirements

Requirements related to completion of program and obligations incumbent upon the employee upon resumption of service in 8.15.6;

8.16.14.1.a.3 Objectives

Objectives of sabbatical leave stated in 8.15.4; and

8.16.14.1.a.4 Compliance

Compliance with such other conditions or terms as are agreed upon between the District and the applicant.

8.16.14.2 Breach of Contract

Inexcusable failure or refusal to comply with the foregoing or any other requirements of this sabbatical leave policy shall constitute a breach of the sabbatical leave contract with the District.

8.17 Other Leaves of Absence

When a unit member has requested an accommodation related to a disability or other medical condition, the District is required to conduct an interactive process. In certain cases, the interactive process may take several days. In these circumstances, the Vice President of Human Resources, in writing, may place the unit member on a paid administrative leave pending the final outcome of the interactive process. The purpose of such leave is to ensure that the unit member's compensation continues, but that their sick leave balance is not drawn down while the District, the supervisor, and the member are going through a required administrative process that may take several days.

Other leaves of absence with or without pay may be granted regular, contract, and full-time temporary unit members employed on a contractual basis upon recommendation of the Superintendent/President and approval of the Governing Board. Such leaves are at the sole discretion of the District.

8.18 Return to Work After Extended Illness or Industrial Accident Leave

An employee who has been on Industrial Accident or Illness Leave, or who has suffered any other injury or has experienced any other extended illness, must provide a physician's or chiropractor's verification of fitness to return to work

If there is concern about the safety or aggravation of an injury of the returning employee due to physical limitation or work conditions as regards the full duties of that employee, even in the presence of such verification, the supervisor and/or the College Nurse through the Human Resources Office may request that the employee be reexamined by a physician or chiropractor of the employee's choice with District approval at District expense. The date, time and precise nature of the physician or chiropractor contact and response must be noted in writing at the time of the contact. This notation will become part of the employee's confidential health record on campus.

In the event that there is disagreement between the two physicians or chiropractors about the fitness of the employee to return to work, the Human Resources Office may request a third opinion, the physician or chiropractor to be of the employee's choice with District approval, and the examination conducted at the District's expense with the same conditions applied as noted above.

8.19 Leaves Taken Near the End of a Term

When an FMLA leave is requested, approved, and started within five weeks of the end of a semester or term, and lasts longer than three weeks, the District may require that the unit

member on leave remain on leave through the end of the semester or academic term. Educational/academic concerns will be considered when determining if the unit member will be allowed to return to teach the remainder of the course.

If the unit member is not allowed to return, the additional leave time will not be counted against the FMLA leave, but may be compensated with any leave available to the unit member. If they do not have any additional paid leave, the additional leave will be unpaid, but benefits will continue as during the FMLA leave.

Article 9 - Employee Benefits

9.1 General

All insurance programs are subject to carrier requirements for eligibility enrollment and processing of claims. It is agreed that any insurance coverage provided pursuant to this Agreement is subject to the following:

9.1.1 Payment of Premiums

The District agrees to pay the increased cost of existing Health and Welfare benefit premiums. These premiums shall be expressed in dollar amounts. No increased costs shall be passed on to employees without prior negotiations. Increased costs in benefits will continue to be considered as part of the total compensation settlement. Subsequent years' benefit costs will be funded before any COLA is negotiated.

9.1.2 Cost Containment

The District and the Association shall pursue ways to ensure cost containment through review, analysis and to include possible change of Carriers/Administrators of present Health and Welfare plans.

9.1.2.1 Review and Analysis

This review and analysis shall be conducted pursuant to the following:

9.1.3 Health and Welfare Cost Containment Committee

9.1.3.1 Health and Welfare Cost Containment Committee Members

The District and Association shall establish a Health and Welfare Cost Containment Committee to examine less costly alternatives to the District's current health care plans. The Committee shall be composed of six (6) persons; consisting of three (3) persons selected by the District and three (3) persons selected by the Association. Representatives from CSEA may also be added to the Committee so long as the Association maintains proportionate representation and voting.

9.1.3.2 Responsibility for Scheduling Meetings

The District and the Association shall take responsibility for the following procedural matters:

- a) Schedule Committee meetings;
- b) Arrange meeting locations;
- c) Facilitate Committee process.

9.1.3.3 Report and Recommendations

The Committee shall issue its report and recommendations on a date to be mutually agreed upon at the time of ratification of the contract, and shall forward such report and recommendations to the Chief Negotiators for the District and the Association for negotiation purposes.

9.1.3.4 Activating a Health Care Cost Committee

The District or Association may activate a health care cost committee if needed.

9.1.3.5 Changing Insurance Administrators or Carriers

Until recommendations regarding insurance administrators and/or carriers are ratified by the bargaining unit and approved by the Governing Board, the existing plans in this Article shall remain in effect. Any changes in health and welfare administrators/carriers shall be effective upon enrollment dates

established between the District and carriers.

9.2 Benefits

The District shall provide the following paid benefits to eligible employees:

9.2.1 Health Insurance

Health insurance plan specified as presently provided for the employee and dependents, including a biannual \$250 routine examination benefit for each insured.

9.2.2 Dental Insurance

Fully paid Dental Service Plan as presently provided, for the employee and dependents, including prosthetics coverage at 50% for the employee and dependents, and orthodontia at 50% for eligible children, subject to plan provisions. The maximum dental benefit is \$1,500 per person per year and the number of cleanings covered is three per twelve-month period.

9.2.3 Vision Insurance

Fully paid vision care insurance plan for the employee as presently provided.

9.2.4 Life Insurance

Fully paid decreasing term life insurance for the employee as presently provided.

9.2.5 Salary Protection Insurance

Fully paid salary protection insurance for employees as presently provided.

9.3 Carrier Cost Adjustment

It is understood and agreed by both the District and the Association that whenever the District cost in maintaining the benefits specified in section 9.2 herein are raised by the carriers, such calculation of cost is necessarily considered as part of any total salary adjustment. The specified provider may be changed only by mutual agreement. Either party may initiate a request for change to the other party stating their reasons.

9.4 Eligibility

Eligibility for benefits under 9.2 above shall be those employees who meet the qualifications of one of the following categories:

9.4.1 Contractual Employees

A unit member employed on a contract basis of 50% or more of a full-time load shall be eligible for benefits specified 9.2.1 through 9.2.5.

9.4.2 Temporary Employees

A unit member employed on a temporary basis for more than 67% of a full-time load during a semester shall be provided a stipend equivalent to \$2,250 per semester or \$4,500 academic year, depending upon the length of the assignment, in lieu of District health and welfare benefits. Temporary unit members shall be ineligible for benefits specified in 9.2.1, 9.2.2, 9.2.3, 9.2.4. and 9.2.5. These amounts will be increased annually by the cost of living adjustment (COLA) received from the State.

9.4.2.1 Semester Coverage

Benefits are provided only for the semester the employee works more than 67% of a full-time load.

9.4.2.2 Determination of a Qualifying Load

When it can be verified that a unit employee will have taught enough courses, regardless of the time span of any individual course, to qualify for fringe benefits, he or she will be provided fringe benefits for the full semester or beginning at such time that an added class not originally assigned to the employee provides more than 67% of a full-time load.

9.4.2.3 Removal from Benefits

If a unit employee begins the semester with more than 67% of a full-time load and a class or classes do not materialize to make the more than 67% semester load, both the employee and the business office will be notified and the employee will be removed from such benefits at the District-designated date of the next reporting date to the carrier.

9.4.2.4 Temporary Drop in Class Load

Should an employee temporarily drop below more than 67% because of a class or classes which do not materialize, but is scheduled to teach a class later in the semester which would make the employee eligible for benefits should it materialize, the appropriate Dean will approve or disapprove the continuance of fringe benefits based on the reasonableness of the later class or classes materializing.

9.4.2.5 Written Statements

Employees affected by the above procedures shall be notified of all changes in their fringe benefit status in writing to include the effective dates of such changes.

9.4.2.6 Continued Coverage

Unit employees scheduled to carry more than 67% of a full-time load for an immediately consecutive semester shall have their coverage continued during the interim period between such consecutive semesters.

9.5 Eligibility for Employee-Paid Benefits

Eligibility for group medical insurance of section 9.2.1 of this Article on an employee-paid basis shall be those unit employees who meet the qualifications of one of the following categories with quarterly advance payment of premium:

9.5.1 All contractual employees.

9.5.2 Employees on unpaid approved leave.

9.6 District-Paid Health Plan for Retirees

For unit members employed by the District prior to June 23, 2004, group medical insurance of section 9.2.1 of this Article shall be provided by the District and paid in full for an eligible unit member and dependent(s) until retiree's sixty-fifth (65th) birthday.

For unit members employed by the District after June 23, 2004, group medical insurance of section 9.2.1 of this Article shall be provided by the District and paid in full for an eligible unit member and dependent(s) until retiree's sixty-fifth (65th) birthday, or until retiree's death, whichever is earlier.

9.6.1 Eligibility

Eligibility requirements:

9.6.1.1 PERS or STRS Retiree

The employee must have retired under the Public Employees Retirement System or State Teachers Retirement System.

9.6.1.2 Minimum Service Requirements in Education

For unit members employed by the District prior to June 23, 2004, the employee must have served a minimum of ten (10) years in education with the last five (5) years prior to retirement at MPC. For unit members employed by the District after June 23, 2004, the employee must have retired from MPC with a minimum of fifteen (15) years of full-time, contractual service at MPC. Board-

approved leave shall count as service to the District for purposes of eligibility for this benefit.

9.6.1.3 Enrollment in the District's Medical Insurance Plan

The employee must be enrolled at the time of retirement in the District group medical insurance plan and be eligible for continuance under any special requirements which are a part of the plan.

9.6.2 Termination of Health Insurance Coverage Due to Employment Outside of the District

A unit member who is eligible for retirement benefits under 9.6.1 and who subsequently obtains employment outside of the District with an employer that provides health insurance shall be required to terminate health insurance coverage provided by the District. If the retiree ends such other employment within five (5) years, District health insurance coverage shall be reinstated upon the request of the retiree. The retiree shall be required to undergo a physical examination, at their cost, by a district physician, to determine pre-existing conditions prior to reinstatement of health insurance coverage. Pre-existing conditions are defined and treated as follows:

- a) A pre-existing condition is defined as a pregnancy, a sickness or a bodily injury which is deemed to have been in existence during the six month period prior to the eligibility date, or
- b) the results of this examination reveal a pre-existing health condition. Participation in the plan will only be allowed if:
 - i) the pre-existing condition(s) or related illnesses have not manifested themselves within the six (6) months prior to the eligibility date; and
 - ii) upon buying into the plan, no treatments for that pre-existing condition(s) or related illnesses are received within twelve (12) months. If treatments for such are received, they will be paid for by the employee.
 - iii) The District may require periodic certification from the retiree that alternative health insurance coverage has not been provided by another employer.

9.6.3 Coverage

Coverage under this Plan is determined by meeting the requirements in section 9.6.1 of this Article and is further determined by both the retiree's and/or dependent(s)' enrollment in Medicare Part "A", if eligible through Social Security, when first qualified. Additionally, it is required that all retirees and/or dependent(s) enroll in Medicare Part "B" upon becoming eligible.

9.6.4 Retiree Health Plan Past 65

Retirees and spouse or surviving spouse may continue health coverage through the District's current contract past 65; however, the retiree must pay the premium quarterly in advance.

9.6.5 Health Insurance Coverage upon Early Retirement

Full-time regular employees who were employed by the District prior to July 1, 1999, who retire prior to age sixty-five (65) and who meet the eligibility requirements of section 9.6 are eligible for health insurance coverage as specified in this section. For purposes of this section, the age of the employee is the age in the fiscal year in which the retirement date occurs.

9.6.5.1 Health Insurance Coverage

The retiree shall be covered by the District-paid health insurance to age sixty-five (65) as specified in section 9.6. For each year prior to age sixty-five (65) that an employee retires, health insurance shall be provided by the District for the retiree and spouse for an additional five (5) years beyond age sixty-five

(65) under the following conditions:

9.6.5.1.1 Life of the Employee

Such insurance shall not extend beyond the life of the employee.

9.6.5.1.2 Coordinated with Medicare

Such insurance shall be coordinated with Medicare. The District will pay no part of Medicare Part-B.

9.6.5.1.3 Premiums

The District shall pay a maximum of \$125.55 per month for such coverage, but the employee may pay an additional amount that is required to continue such coverage.

9.6.5.2 Procedures for Application

Employees requesting early retirement benefits under this section shall submit an application to the Superintendent/President by the end of the first full teaching week of the semester preceding the early retirement. The District shall have the authority to make exceptions to these deadlines. Guidance will be available through the Human Resources Office.

9.6.5.3 Potential Renegotiation

Unit members retiring under the provisions stated herein shall be considered continuing employees for the sole and limited purpose of the benefits cited herein.

9.6.6 Health Insurance Coverage upon Early Retirement for Retiring Employees Hired After June 30, 1999

Unit members hired by the District after June 30, 1999, who retire prior to age sixty-five (65) and who meet the eligibility requirements of section 9.6.1 are eligible for health insurance coverage as specified in section 9.6.5.1 and with the conditions stated in sections 9.6.5.1.1 - 9.6.5.1.3. For purposes of this section, the age of the employee is the age in the fiscal year in which the retirement date occurs. However, such health insurance coverage provided by the District under 9.6.5.1 shall terminate at age seventy-two (72). Retirees may then purchase district health insurance benefits at full cost as described in section 9.6.4.

9.6.7 Health Insurance Coverage upon Early Retirement for Retiring Employees Hired After June 23, 2004

Unit members hired by the District after June 23, 2004, who retire prior to age sixty-five (65) and who meet the eligibility requirements of section 9.6.1 are eligible for health insurance coverage as specified in section 9.6.5.1 and with the conditions stated in sections 9.6.5.1.1 - 9.6.5.1.3. For purposes of this section, the age of the employee is the age in the fiscal year in which the retirement date occurs. However, such health insurance coverage provided by the District under 9.6.5.1 shall terminate at retiree's sixty-fifth (65) birthday, or with the retiree's death, whichever is earlier. Retirees may then purchase district health insurance benefits at full cost as described in section 9.6.4.

9.7 Continuation of District Paid Benefits

All benefits in 9.2 of this Article shall be continued for employees who meet the eligibility requirement of section 9.4 for the unit employees in one of the following categories:

- Unit members who are in a paid leave status.
- Unit members who terminate employment in June or July of any year shall be continued through August 31 of that year.

9.8 Medical Benefits Continuation for Persons Retired on Disability

An employee who is retired on medical disability or who is on disability allowance under the State Teachers' Retirement System (STRS), Coverage A, Disability Allowance and Rehabilitation Program, shall be covered by the District-paid group medical insurance cited in 9.2.1 herein, to include the employee's eligible dependent(s), until the death of the employee, or employee's sixty-fifth (65th) birthday, whichever is sooner.

Coverage under this section requires that the retiree and/or dependent(s) enroll in Medicare Part "A", when first eligible through Social Security. Additionally, it is required that all retirees and/or dependent(s) enroll in Medicare Part "B" upon becoming eligible.

If the employee is rehabilitated and subsequently obtains employment outside of the District with an employer that provides health insurance, the employee shall be required to terminate health insurance coverage provided by the District.

The District may require periodic certification from the employee that alternative health insurance coverage has not been provided by another employer.

9.9 Employees/Dependents-Paid Benefits Continuation

Effective January 1, 1987, in compliance with the Federal Consolidated Omnibus Budget Reconciliation Act, the District will offer the opportunity to continue group health coverage for thirty-six (36) months to employees' dependents who would lose health coverage because of divorce, legal separation, or death of employees. The District shall also offer coverage to dependent children of employees after the child reaches the maximum age for coverage. In addition, the District will offer continuation coverage for eighteen (18) months to employees who are terminated (except terminated for gross misconduct), voluntarily quit, or have their hours reduced. The continuation coverage terminates on the earliest of the following dates: when the employer ceases to provide any group health plan to any employee; when the qualified beneficiary fails to make timely payment of the required premium; when the qualified beneficiary becomes covered under another plan or becomes entitled to Medicare benefits. The District will offer this coverage at a charge to the insured of one hundred two (102) percent of the cost of the premium.

9.10 Medicare

9.10.1 Post-April 1, 1986

Certificated employees hired by the District on or after April 1, 1986, are by federal law under Medicare.

9.10.2 Pre-April 1, 1986

Current certificated employees who were on the payroll as of March 31, 1986, will have the opportunity to individually elect to be covered by Medicare by June 30, 1993. The coverage is effective as of January 1, 1991.

9.11 Property Damage

The District shall replace or reimburse unit members for fair market value of personal property that is lost, damaged, or destroyed while such property is on District premises and if the loss is not otherwise recoverable. When the employee contests the value placed on the object, a qualified adjustor shall determine the value. Such property must be used in conjunction with the unit member's assigned duties and such use must have been approved by the appropriate dean in writing prior to such use for there to be reimbursement. The District will not replace or reimburse unit members for personal property if that property is lost, damaged or destroyed as a result of the employee's own negligence. The maximum reimbursement shall be \$2,500.00.

9.12 Child Care Discount Rate

Depending upon available space at the Children's Center, unit members may enroll their dependent children at 25% less than the full rate. This discount shall not be converted to a cash benefit.

Article 10 - Safety

10.1 District Intent

The intent of the District is to provide safe working conditions and to comply with the provisions of the California State Occupational Safety and Health Act regulations within the general industry and construction industry (where applicable) standards.

10.2 Report of Unsafe Conditions or Practices

Negotiating unit employees and Association safety representatives shall report any condition or practice which they feel unsafe to their immediate supervisor or the designated Safety Officer/Safety Committee members immediately upon notice or discovery. Such report may be made orally or in writing and may include recommendations for remedial steps to be taken. A list of the designated members of the Safety Committee shall be made available on an annual basis to all unit members.

10.3 Alternative Working Conditions

If a determination is made by the Safety Officer or Safety Committee that the facility and/or equipment is in such condition that it poses a serious, immediate threat to the safety of an employee, alternative working conditions shall be recommended to the Superintendent/President.

10.4 Safety Regulation Compliance

Negotiating unit employees shall comply with all safety rules and regulations distributed and/or posted in appropriate work areas and all safety rules and regulations that apply to a specific assignment.

10.5 Keys

In the interest of employee safety, all instructors shall request authorization through the office of the appropriate dean to sign out keys for classrooms and office space normally used by the instructor.

10.6 Grievance Limitation

This Article is not subject to the grievance procedures contained in this Agreement except for procedural violations or failure of the Superintendent/President or designee to take action after considering the recommendations provided for in 10.3 above.

Article 11 - District Calendar

11.1 Length of Work Year

The primary academic work year for the District consists of two 16-week semesters (fall and spring). Each week consists of 6 days of instruction (excluding holidays) which account for a total of 185 possible instructional days. All full-time and faculty members are required to be on duty for all 16 weeks per term and work a total of 175.5 days during the academic year.

Non-instructional faculty (i.e. Counselors, Librarians, Supportive Services Personnel, and other non-instructional faculty) have a general expectation of 30 hours of student contact per week for 17 weeks. Those without designated extended work years who are working on the 16-week compressed calendar schedule shall work 32 hours of student contact per week for 16 weeks. Those faculty with extended work years (see below) shall have a general expectation of 30 hours of student contact per week for the number of weeks in their respective work year.

MPCCD and MPCTA agree to meet and confer regarding the impacts of the compressed calendar and the most effective strategies of scheduling non-instructional faculty assignments

11.2 Extended Academic Work Year

Positions identified below shall work a designated extended work year. The salary of full-time faculty in positions with an extended work year of more than 175.5 days shall be increased by 1/175 for each additional day their extended year assignment requires beyond 175.5. This amount shall be considered their base salary and will be subject to STRS regulations.

11.2.1 Full-time faculty in positions with a designated extended work year shall be paid only for those days beyond the instructional year calendar they are required to work as part of their academic year contract. Payments shall be made at the rate of one over the number of instructional days/times the employee's annual salary for each day worked.

11.2.2 Counselors shall work an extended work year to provide service during registration, summer session, and intersession. The dates of service shall be determined by mutual agreement of the individual counselor and their immediate supervisor. In the event dates required by the District for counselor services cannot be filled by mutual agreement with the individual counselor, the District reserves the right to assign counselors within each department area (i.e., Matriculation, EOPS DSPS, etc.) to specific days and times, with right of first refusal offered on a rotating seniority basis.

11.2.3 Counselors shall work an extended year which includes an additional 10 days per year, for a total of 185.5 days.

11.2.4 Counselor/Coordinators: Counselors who coordinate categorical programs shall work an extended year which includes an additional 40 days per year, for a total of 215.5 days.

11.2.5 Full-time Head Coaches shall work an extended year which includes an additional 15 days per year for a total of 190.5 days. These additional days will be used for administrative, coordination, and recruitment-related duties pertaining to the sport in which they coach. The dates of service shall be determined by mutual agreement of the individual coach and their immediate supervisor.

11.3 Flexible Calendar Obligation

Monterey Peninsula College operates on a Flexible Calendar. Faculty duty days are accounted for as follows: 165 scheduled instructional days, ten (10) required staff development or "flex" days in lieu of classroom instruction (a combination of scheduled flex days and individually contracted flex days as established by the academic calendar), and 0.5 day for commencement.

11.3.1 Full-Time Instructional Faculty

Staff development days are divided between those scheduled for institutional “Flex Day” activities, and those dates and activities agreed upon by management and individual instructional contractual unit members. The day before the start of each semester is a scheduled flex day dedicated to instructional preparation and Division Meetings. The District will not require attendance at institution-wide scheduled flex activities on this day.

11.3.1.1 Allowable Activities:

In addition to attending and participating in scheduled institutional Flex Day activities and Division meeting, kinds of individually contracted Flex activities are specified in the Chancellor’s Office Guidelines for Implementation of the Flexible Calendar Program, which may include, but need not be limited to, the following:

- a) course instruction and evaluation;
- b) staff development, in-service training and instructional improvement
- c) program and course curriculum or learning resource development and evaluation;
- d) student personnel services;
- e) learning resource services;
- f) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity and inclusion;
- g) departmental or division meetings, conferences and workshops, and institutional research;
- h) course SLO assessment and program-of-study SLO assessment;
- i) other duties as assigned by the district; or
- j) the necessary supporting activities for the above.

11.3.1.2 Time Requirement:

For the purpose of satisfying the Flexible Calendar Obligation, six hours of participation in any combination of activities listed in 11.3.1.1 shall satisfy the requirements for one day.

11.3.2 Part-Time Instructional Faculty Members and Faculty Members Teaching Overload

The Flexible Calendar obligation for part-time instructional faculty members and full-time faculty teaching overload is based on the number of hours a course has been reduced due to the flexible calendar. The flex obligation of those affected faculty would be equal to the number of hours that the faculty member teaches on those particular flex days.

Example: if an instructor teaches 3 hours per day on Monday, Wednesday, and Friday and the college schedules one flex day on a Friday during the semester then the faculty member is obligated to 3 hours of flex hours.

Part-time instructional faculty members and full-time instructional faculty members teaching overload who teach semester length classes may participate in staff development activities and be compensated for same in accord with their Schedule B placement to a maximum number of hours per semester equivalent to the number of hours they instruct per week.

11.3.3 Non-Instructional Unit Members

Non-instructional contractual unit members (counselors and those listed in 15.7) are not subject to staff development requirements related to the flexible calendar, but the District will make every effort to adjust workload and schedule requirements to enable them to participate if requested by the unit member.

11.4 Beginning and Ending Dates

Representatives designated by the Association shall serve on the District's Calendar Committee, which will meet annually to determine the following year's academic calendar. If this academic calendar is not adopted by the Board of Trustees by (and including) the April regular Board meeting, the format used the prior year will be retained. (The term "format" denotes the general configuration of academic sessions. Retention of the same format does not preclude change of the dates of academic sessions, so long as the general configuration of academic sessions is retained.)

11.5 Extended Contracts and Flexible Schedules

The calendar and reporting times for counselors, division chairpersons, coaches, and others on extended contracts or flexible scheduling shall vary in accordance with their individual assignments and/or contracts.

11.6 Commencement

All full-time faculty shall be required to participate in commencement exercises and shall provide their own academic gowns, hoods, and mortarboards in accordance with their own traditional standards.

Non-contractual employees who wish to participate in commencement exercises shall be provided at District expense appropriate academic gowns, hoods, and mortarboards. This attendance is uncompensated.

Article 12 - Holidays

12.1 Scheduled Holidays

Duty Days shall not be assigned on the following days:

- 12.1.1 Independence Day
- 12.1.2 Labor Day
- 12.1.3 Veterans Day
- 12.1.4 Thanksgiving Day and the Friday immediately following
- 12.1.5 Christmas Day
- 12.1.6 New Year's Day
- 12.1.7 Martin Luther King Day
- 12.1.8 Lincoln's Day
- 12.1.9 Washington's Day
- 12.1.10 Memorial Day

12.2 Additional Holidays

12.2.1 Federal and/or State-Appointed Holidays

Any additional day of mourning, holiday, or day for a public fast or thanksgiving appointed by the Governor or the President shall be observed as a non-duty day, provided that the day appointed is one on which the community colleges are required to close as provided in Section 79020 of the Education Code.

12.2.2 Holidays Declared by Governing Board

Any day declared a holiday by the Governing Board for which classes are closed in accordance with Education Code Section 79021 or 79022 shall be a non-duty day for employees.

12.3 Holidays on Saturday or Sunday

If a designated holiday falls on a Saturday, the preceding Friday shall be considered a non-duty day. If a designated holiday falls on a Sunday, the Monday following said day shall be considered a non-duty day.

Article 13 - Transfers

13.1 Definitions

13.1.1 Transfer

Transfer provisions shall apply only to unit members. A "transfer" is defined as the change of assignment or a reassignment which results in working in a different discipline or instructional support service area, or working at a different geographical site.

13.1.2 Voluntary Transfers

A voluntary transfer is initiated by the employee.

13.1.3 Involuntary Transfers

An involuntary transfer is initiated by the District.

13.1.4 Seniority

An employee's seniority is established by the initial date of service to the District.

13.1.5 Preferential Recall Rights

In the event of a layoff, employees shall have the right to transfer into any vacancy within the unit according to the criteria established in sections 13.2 and 13.3. of this Article.

13.2 Implementation of Voluntary Transfers

A contractual unit member may request a voluntary transfer to take effect at the beginning of a semester.

13.2.1 Timelines for Request

The request for an employee-initiated transfer shall be made no later than ninety (90) days preceding the effective date.

13.2.2 Filing Location

The request shall be in writing and filed with the appropriate Dean.

13.2.3 Criteria for Consideration

All requests shall be considered on the basis of the following non-ordered criteria:

- a) credentials to perform the required services
- b) seniority with the department or division and District seniority
- c) demonstrated competence in the subject field such as recency of knowledge and experience and overall employee evaluation
- d) student, unit member, department or division, and District needs
- e) Equal Employment Opportunity

13.2.4 Seniority Consideration

When two (2) or more unit members meet the above criteria, the unit member with the greatest District seniority will be given priority.

13.2.5 Non-Authorization of Transfer

If a request is denied, the employee, upon request, shall be provided with the reasons in writing.

13.3 Implementation of Involuntary Transfers

The District may transfer unit members based upon the best interest of the District. Any involuntary transfer shall normally take effect at the beginning of a semester. For the purpose of this subsection, a full or partial reassignment into another discipline shall not constitute an involuntary transfer if either of the following two factors are met:

- 1) the employee has taught or has had experience in the discipline within the last five (5) years.
- 2) the reassignment will not have a significant impact on the employee's total workload.

If the previous factors are not met the following procedure shall be applicable.

13.3.1 Role of Unit Member Preference

Unit members to be involuntarily transferred as a result of program reductions or consolidations, shall have the right to indicate preferences from available vacancies within the employee's competency/credential area.

13.3.2 Criteria for Consideration

All involuntary transfers shall be based on the same criteria as voluntary transfers under 13.2.3 above.

13.3.3 Seniority Consideration

When two (2) or more negotiating unit members meet the criteria in 13.2.3, the unit member with the greatest seniority shall be entitled to the first option of filling the position.

13.3.4 Reasons for Transfer

An employee being transferred shall be provided, upon request, a statement of reasons for the transfer.

13.3.5 No Loss of Benefits or Compensation

An involuntary transfer shall not result in the loss of compensation, seniority or any fringe benefit to a negotiating unit employee.

13.4 Notification Procedure

The District shall mail out to each contractual unit member who has been laid off and who retains statutory preferential recall rights, copies of existing and anticipated vacancies within the employee's credential/competency area. As long as any contractual unit member enjoys preferential recall rights, the District shall not fill any such vacancy until:

- a) notice of such vacancy or anticipated vacancy has been mailed to each contractual unit member who enjoys recall rights within competency/credential area, and
- b) such unit member has been given a reasonable opportunity to apply for such vacancy or anticipated vacancy.

In the event positions are authorized during the summer months, contractual unit members within competency/credential area, and who filed a general request for transfer shall be mailed copies of such notices to their address of record. Such general transfer requests shall remain active for one (1) year. Any contractual unit member who initiates a request for transfer and makes application for a position shall receive an interview for the position and/or written notice of status.

Article 14 - Evaluation

14.1 Purpose

The purpose of faculty evaluation and tenure review is to ensure that Monterey Peninsula College assesses the effectiveness of faculty, encourages improvement, and maintains high quality standards of performance in its faculty.

It is the intent of this Article to provide guidelines for evaluating faculty consistent with California Education Code, Title 5 of the California Code of Regulations, and ACCJC standards.

14.2 Confidentiality

To protect the integrity of an evaluation, all parties involved, including evaluation committee members, the evaluatee, administrators, and staff, must respect the confidentiality of the process. To this end, information regarding evaluation deliberations, recommendations, and documents should not be shared, except with the Board of Trustees as needed, MPCTA through a request for information, and/or by court order.

14.3 Evaluation Committees

Employee Type	Evaluation Committee Composition
Tenured faculty	<ul style="list-style-type: none">Two tenured faculty
Tenure- track faculty	<ul style="list-style-type: none">Appropriate DeanTwo tenured faculty, at least one selected from the discipline of the evaluatee or a closely related discipline.
Part-time and non-contract full-time faculty	<ul style="list-style-type: none">Two tenure or tenure-track faculty
Division Chairs	<ul style="list-style-type: none">Appropriate DeanTwo faculty selected at division meeting prior to March 1 (FT and PT)
Full-time Faculty seeking a new FSA	<ul style="list-style-type: none">Two tenured faculty members from within the appropriate division, including at least one faculty member from the prospective FSA if one is employed at the college.

14.4 Evaluation Procedures

The Monterey Peninsula Community College District (MPCCD) and Monterey Peninsula College Teachers Association (MPCTA) agree it is essential to ensure that faculty members are succeeding in their primary roles on campus. This evaluation process is designed to determine if faculty members are fulfilling the requirements of the jobs for which they have been hired in a manner that is consistent with the college mission and Board policies.

14.5 Evaluation Outcomes

Faculty evaluations at MPC shall have the following outcomes:

- Satisfactory
- Needs Improvement
- Unsatisfactory

14.5.1 In the event of a needs improvement finding, the evaluation committee must include the [Improvement Plan Template in Appendix G-3](#) in the completed evaluation packet provided to the evaluatee. A “needs improvement” outcome will result in an additional

evaluation conducted during the next semester (Fall/Spring) in which a faculty member is scheduled. This evaluation will be conducted as an addition to the regularly scheduled observation/ evaluation cycle and will not require future observations/ evaluations to be rescheduled.

14.5.2 In the event of an “unsatisfactory” outcome, the evaluation committee shall refer the matter to the appropriate Dean for follow-up or disciplinary action.

14.6 Training of Evaluation Committees

MPCTA and the District agree to create and maintain a brief training on best practices for peer evaluation and provision of feedback. All members of faculty evaluation committees shall be required to complete this training bi-annually.

14.7 Provision of Information

The District agrees to provide MPCTA with information regarding the number of needs improvement and unsatisfactory evaluation outcomes. In the event that MPCTA and/or the District have concerns regarding the equity of these evaluation procedures, the two parties may meet to discuss improved training and/or other changes that may promote greater equity.

14.8 The Monterey Peninsula Community College District agrees to work with MPCTA and other campus partners to achieve the following goals:

- Increase the response rate for online student surveys
- Provide written guidance to evaluation committees about how to use student surveys for classes where fewer than 10 or 50% of the total number of students have responded

14.9 Personnel Groups to be Evaluated

For the purpose of applying uniform standards for all unit members with similar duties and responsibilities, the unit members to be evaluated shall be considered in one (1) of five (5) groups:

- tenured faculty,
- tenure-track probationary faculty,
- temporary faculty (full-time and part-time),
- division chairpersons, and
- faculty seeking FSA placement or retention in an FSA outside of an initial FSA.

Unit members temporarily assigned to non-instructional activities in accordance with Article [15.3.1.1.1](#) of this Agreement as part of their load shall not be evaluated on those activities.

14.10 Tenured Faculty

Tenured faculty shall be evaluated every third academic year.

14.10.1 - Evaluation Committee

Two tenured faculty selected by the Division Chair.

14.10.2 - Evaluation Components

- Student Surveys
- Peer Observations (if requested or if required to follow-up on prior needs improvement)
- Self-evaluation Report

14.10.3 Evaluation Procedure and Timeline

Actions	By the end of week
14.10.3.1 Notification of Evaluation By the end of the first week of each semester, Human Resources shall notify evaluatees of their upcoming evaluation, including the process and timeline. Academic Affairs; the evaluatee's supervisor and Division Chair; and MPCTA shall be included in the notification.	1
14.10.3.2 Selection of Semester to be Evaluated By the end of week 1 of the academic year, the Division Chair shall reach a mutual agreement with all tenured faculty members about the semester during which they would prefer to be evaluated. If the Division Chair and faculty member cannot reach an agreement, the evaluatee's supervisor shall make a final determination. [14.2.1] The Division Chair shall notify in writing the appropriate supervisor and the Office of Human Resources.	1
14.10.3.3 Recommendation of Committee Members By the end of week 2, the Division Chair shall recommend two tenured to serve as committee members, at least one should be from the discipline of the evaluatee or a closely related discipline. The evaluatee is informed of the selection.	2
14.10.3.4 Requesting Change to Committee Members (Optional) If an evaluatee has a concern about the faculty named to their evaluation committee, they may contact the President of the Academic Senate by the end of Week 3 to request a change. The Academic Senate President shall evaluate these requests in accordance with the Academic Senate process. Requests of this sort shall be confidential.	3
14.10.3.5 Approval of Committee Members By the end of week 4, the Academic Senate Executive committee shall approve faculty membership on faculty evaluation committees for the term.	4
14.10.3.6 Student Surveys- Early Short-term Classes Student surveys in early shorter term classes shall be conducted in the second half of the course (Example: Student surveys in a 4 week course shall be conducted during week 3 or 4. Student surveys in an 8-week course shall be conducted during week 5, 6, 7, or 8.). Student surveys shall be conducted even if the evaluation timeline does not allow these to be incorporated into the evaluation summary. Academic Affairs shall facilitate the survey of all short term online classes	3-8
14.10.3.7 Student Surveys - Full-term Classes Between weeks 9-11, evaluation committee members shall facilitate the distribution of student surveys in semester-length face-to-face classes and Academic Affairs shall facilitate the survey of all semester-length online classes.	11
14.10.3.8 Student Survey Data Provided to Committee Chair By the end of week 12, Academic Affairs shall provide data from the student surveys of faculty to evaluation committees. Course feedback data collected from questions 1-6 on the student surveys shall only be provided to the evaluatee, along with complete student surveys in the subsequent semester.	12
14.10.3.9 Summary of Student Survey Data Provided to Evaluatee By the end of week 13 the evaluation committee chair shall provide evaluatee with a summary of student survey results and comments.	13
14.10.3.10 Self Evaluation Submitted By the end of week 13, the evaluatee shall submit their written self-evaluation following the instructions provided in the Guides to Faculty	13

Self-Evaluations in Exhibit G-1.		
14.10.3.11	Student Surveys - Late Short-term Classes Student surveys in late term short-term classes shall be conducted in the second half of the course, before week 15 (Example: Student surveys in a late-start 8 week course shall be conducted in weeks 5 or 6 of the class). Academic Affairs shall facilitate the survey of all short term online classes.	13-14
14.10.3.12	Response to Student Surveys (optional) By the end of week 14, the evaluatee may provide the evaluation committee chair with a written response to the summary of student surveys and comments.	14
14.10.3.13	Final Evaluation Report Submitted to Supervisor By the end of week 14, the evaluation committee chair shall submit a final evaluation report, with approval of a majority of the evaluation committee, to the Division Chair and evaluatee's supervisor.	14
14.10.3.14	Evaluation Committee Meets with Evaluatee By the end of week 15, the evaluation committee shall meet with the evaluatee to review the final evaluation report and outcome of the evaluation.	15
14.10.3.15	Written Response to Final Evaluation (Optional) By the end of week 16, the evaluatee may submit a written response to the final evaluation report to their supervisor.	16
14.10.3.16	Final Evaluation Submitted to HR The supervisor shall review the final evaluation report and submit the final evaluation to Human Resources. If an evaluation committee does not complete the evaluation requirements as specified in the evaluation timeline then the supervisor may schedule an additional evaluation to take place in the following semester.	
14.10.3.17	Evaluatee Receives Full Student Survey Results The evaluatee shall receive the completed student surveys, with comments, at the beginning of the semester following the evaluation.	Following semester: Week 1

14.11 Tenure-Track Probationary Faculty

14.11.1 Frequency of Tenure-Track Probationary Faculty Evaluation

As required by California Education Code (87663), probationary faculty shall be evaluated at least once in each academic year prior to receiving tenure.

Tenure-track probationary faculty who start their first semester of employment during the spring semester shall have student surveys administered during their first semester and their full first-year evaluation shall take place the subsequent year as described in the evaluation procedure and timeline below.

14.11.2 Evaluation Committee

- Appropriate Dean
- Two tenured faculty, at least one selected from the discipline of the evaluatee or a closely related discipline.

14.11.3 Evaluation Components

- Student Surveys
- Peer Observations
- Administrative Observation
- Self-evaluation Report

14.11.4 Evaluation Procedure and Timeline

Actions	By the end of week
<p>14.11.4.1 Notification By the end of the first week of each semester, Human Resources shall notify evaluatees of their upcoming evaluation, and provide information about the process and timeline. Academic Affairs; the evaluatee's supervisor and Division Chair; and MPCTA shall be included in the notification.</p>	1
<p>14.11.4.2 Recommendation of Committee Members By the end of week 2, the Division Chair shall confirm if they will Chair the evaluation committee or designate another tenured faculty member to serve as chair and identify the one additional tenured faculty member to serve on the tenure-track faculty member's evaluation committee; and communicate the committee recommendation to the evaluatee, their Supervisor, and Human Resources.</p>	2
<p>14.11.4.3 Requesting Change to Committee Members (Optional) If an evaluatee has a concern about the faculty recommended for their evaluation committee, they may contact the President of the Academic Senate by the end of week 3 to request a change. The Academic Senate President shall evaluate these requests in accordance with the Academic Senate process. Requests of this sort shall be confidential.</p>	3
<p>14.11.4.4 Approval of Committee Members By the end of week 4, the Academic Senate Executive committee shall approve faculty membership on faculty evaluation committees for the term.</p>	4
<p>14.11.4.5 Student Surveys - Early Short-term Classes Student surveys in early shorter term classes shall be conducted in the second half of the course (Example: Student survey in a 4 week course shall be conducted during in weeks 3 or 4. Student surveys in an 8-week course shall be conducted during week 5, 6, 7, or 8.). Academic Affairs shall facilitate the survey of all short term online classes.</p>	3-8
<p>14.11.4.6 Reciprocal Observations Between weeks 6-8, the tenured faculty members from the evaluation committee shall participate in reciprocal observation with the tenure track evaluatee.</p> <p>14.11.4.6.1 Observing committee members will invite the evaluatee to observe them for one hour while they complete their primary job responsibilities. The date of these observations shall be documented for the purposes of the evaluation, but they are designed only to ensure tenure-track faculty have an opportunity to observe experienced community college instructors.</p> <p>14.11.4.6.2 By the end of week 10, observing committee members will observe one class session or one hour of the primary job responsibilities of the evaluatee and provide a detailed assessment of the evaluatee's job performance to the evaluatee and all other members of the committee.</p>	6-10
<p>14.11.4.7 Administrative Observation Between weeks 8-10, the evaluatee's immediate supervisor will observe one class session or hour of non-instructional duties of the evaluatee and provide a detailed assessment of the evaluatee's job</p>	10

<p>performance to the evaluatee and all other members of the committee by the end of week 10.</p> <p>14.11.4.7.1 Supervisors shall provide no less than 72 hours of notice of their observation.</p>	
<p>14.11.4.8 Response to Observations (Optional) By the end of week 11, an evaluatee may provide the evaluation committee chair a written response to the observation reports from committee members.</p>	11
<p>14.11.4.9 Student Surveys - Full-term Classes Between weeks 9 and 11, evaluation committee members shall facilitate the distribution of student surveys in semester-length face-to-face classes. Academic Affairs shall facilitate the survey of all semester-length online classes.</p>	11
<p>14.11.4.10 Student Survey Data Provided to Committee Chair By the end of week 12, Academic Affairs shall provide data from the student survey of faculty to evaluation committees. Course feedback data collected from questions 1-6 on the student survey shall be provided to the evaluatee along with complete student surveys in the subsequent semester.</p>	12
<p>14.11.4.11 Summary of Student Survey Data Provided to Evaluatee By the end of 13, the evaluation committee chair shall provide evaluatee with a summary of student survey results and comments.</p>	13
<p>14.11.4.12 Student Surveys - Late Short-term Classes Student surveys in late term short-term classes shall be conducted in the second half of the course (Example: Student surveys in a late-start 8 week course shall be conducted in weeks 5 or 6 of the class). Academic Affairs shall facilitate the survey of all short term online classes.</p>	12-14
<p>14.11.4.13 Response to Student Surveys By the end of week 14, the evaluatee may provide the evaluation committee chair with a written response to the summary of student surveys.</p>	14
<p>14.11.4.14 Self Evaluation Submitted By the end of week 13, the evaluatee shall submit their written self-evaluation following the instructions provided in the Guides to Faculty Self-Evaluations in Exhibit G-1 .</p>	13
<p>14.11.4.15 Final Evaluation Report Submitted to Supervisor By the end of week 14, the evaluation committee chairperson shall submit a final evaluation report, with approval of a majority of the evaluation committee, to the Division Chair and evaluatee's supervisor.</p>	14
<p>14.11.4.16 Evaluation Committee Meets with Evaluatee By the end of week 15, the evaluation committee shall meet with the evaluatee to review the final evaluation report and outcome of the evaluation.</p>	15
<p>14.11.4.17 Written Response to Final Evaluation (Optional) By the end of week 16, the evaluatee may submit a written response to their supervisor.</p>	16
<p>14.11.4.18 Final Evaluation Submitted to HR The supervisor shall review the final evaluation report and submit the final evaluation to Human Resources. If an evaluation committee does not complete the evaluation requirements as specified in the evaluation timeline, then the supervisor may schedule an additional evaluation to take place in the following semester.</p>	
<p>14.11.4.19 Evaluatee Receives Full Student Survey Results The evaluatee shall receive the completed student surveys, with comments, at the beginning of the semester following the evaluation.</p>	Following semester: Week 1

14.12 Temporary Faculty

14.12.1 Frequency of Temporary Faculty Evaluations

As required by California Education Code (87663), temporary faculty shall be evaluated in their first year of employment and then once every sixth semester.

If temporary faculty are due to be evaluated in a semester in which they are not employed at Monterey Peninsula College, the evaluation shall take place in their next semester of employment at Monterey Peninsula College. The originally established six semester cycle of evaluations for such faculty shall remain in effect despite periods of non-employment at Monterey Peninsula College.

14.12.2 Evaluation Committee

- Two tenured or tenure-track faculty.

14.12.3 Evaluation Components

- Student Surveys
- Peer Observations (for first and second evaluations; also required for follow-up to prior needs improvement evaluations)
- Self-evaluation Report

14.12.4 Evaluation Procedure and Timeline

Actions	By the end of week
14.12.4.1 Notification By the end of the first week of each semester, Human Resources shall notify evaluatees of their upcoming evaluation and provide information about the process and timeline. Academic Affairs; the evaluatee's supervisor and Division Chair; and MPCTA shall be included in the notification.	1
14.12.4.2 Recommendation of Committee Members By the end of week 2, the Division Chair shall recommend members of the evaluation committee and communicate recommendations to the evaluatee, their Supervisor, and Human Resources.	2
14.12.4.3 Requesting Change to Committee Members (Optional) If an evaluatee has a concern about the faculty recommended for their evaluation committee, they shall be required to contact the President of the Academic Senate by the end of Week 3 to request a change. The Academic Senate President shall evaluate these requests in accordance with the Academic Senate process. Requests of this sort shall be confidential.	3
14.12.4.4 Approval of Committee Members By the end of week 4, the Academic Senate Executive committee shall approve faculty membership on faculty evaluation committees.	4
14.12.4.5 Student Surveys - Early Short-term Classes Student surveys in early shorter term classes shall be conducted in the second half of the course (Example: Student survey in a 4 week course shall be conducted during in weeks 3 or 4. Student surveys in an 8-week course shall be conducted during week 5, 6, 7, or 8.). Academic Affairs shall facilitate the survey of all short term online classes.	3-8
14.12.4.6 Reciprocal Observations (applicable only to evaluations in 1st and 2nd regularly scheduled evaluations; also required for follow-up to prior needs improvement evaluations) Between Weeks 6 and 8 of the semester, committee members shall conduct an observation. 14.12.4.6.1 The committee members will invite the evaluatee to	8

	<p>observe them for one class session or one hour in which they complete their primary job responsibilities. The date of these observations shall be documented for the purposes of the evaluation, but they are designed only to ensure temporary faculty have an opportunity to observe experienced community college instructors.</p> <p>14.12.4.6.2 The committee members will observe one class session or one hour of the primary job responsibilities of the evaluatee and provide a detailed assessment of the evaluatee's job performance by the end of week 10.</p>	
14.12.4.7	<p>Response to Observations (Optional) By the end of week 11, an evaluatee may provide the committee chair with a written response to the observation reports from committee members.</p>	11
14.12.4.8	<p>Student Surveys - Full-term Classes Between weeks 9 and 11, evaluation committee members shall facilitate the distribution of student surveys in semester-length face-to-face classes. Academic Affairs shall facilitate the surveys of semester-length online classes.</p>	11
14.12.4.9	<p>Student Survey Data Provided to Committee Chair By the end of week 12, Academic Affairs shall provide data from the student surveys of faculty to evaluation committees.</p> <p>Course feedback data collected from questions 1-6 on the student survey shall be provided to the evaluatee along with complete student surveys in the subsequent semester.</p>	12
14.12.4.10	<p>Summary of Student Survey Data Provided to Evaluatee By the end of week 13, the evaluation committee chair shall provide the evaluatee with a summary of student survey results and comments.</p>	13
14.12.4.11	<p>Student Surveys - Late Short-term Classes Student surveys in late-term short-term class shall be conducted in the second half of the course term (Example: Student surveys in a late-start 8 week course shall be conducted in weeks 5 or 6 of the course). Academic Affairs shall facilitate the survey of all short term online classes.</p>	12-14
14.12.4.12	<p>Response to Student Surveys By the end of week 14, the evaluatee may provide the evaluation committee chair with a written response to the summary of student surveys and comments.</p>	14
14.12.4.13	<p>Self Evaluation Submitted By the end of week 13, the evaluatee shall submit their written self-evaluation following the instructions provided in the Guide to Faculty Self-Evaluations in Appendix ___.</p>	13
14.12.4.14	<p>Final Evaluation Report Submitted to Supervisor By the end of week 14, the evaluation committee chairperson shall submit the final evaluation report to the Division Chair and evaluatee's supervisor.</p>	14
14.12.4.15	<p>Evaluation Committee Meets with Evaluatee By the end of week 15, the evaluation committee shall meet with the evaluatee to review the final evaluation report and outcome of the evaluation.</p>	15
14.12.4.16	<p>Written Response to Final Evaluation (Optional) By the end of week 16, the evaluatee may submit a written response to their supervisor.</p>	16
14.12.4.17	<p>Evaluatee Receives Full Student Survey Results The evaluatee shall receive the completed student surveys, with comments, at the beginning of the semester following the evaluation.</p>	Following semester: Week 1

14.13 Full-time faculty seeking a new Faculty Service Area (FSA)

In the event a tenure-track probationary or tenured faculty member is assigned outside their Faculty Service Area, they may request evaluation in that assignment to meet the District's criteria for placement in that FSA.

14.13.1 Full-time Faculty Seeking FSA Placement or Retention in an FSA Outside of an Initial FSA

Faculty seeking placement in FSAs other than those in which initially placed or faculty seeking retention in an FSA outside of their initial placement may request an off-cycle evaluation of their job responsibilities related to the FSA they are seeking.

14.13.2 Criteria for Placement in an FSA

The criteria for placement in a Faculty Service Area are:

- a. Demonstrate competency in that Faculty Service Area by teaching or providing service in the FSA for at least two semesters within the past three years and receiving at least one satisfactory evaluation for assignments in the FSA.
- b. The faculty member must request that they be evaluated while engaged in the assignment outside of their existing FSA(s).
- c. The faculty member must receive placement in the FSA on or before February 15 of a year involving a reduction-in-force, or layoff
- d. In order to retain placement in an FSA, other than one of initial placement, the faculty member must receive a satisfactory evaluation in an assignment related to the FSA at least once every three years.

14.13.3 New FSA Evaluation Committee Composition

Two tenured or tenure track faculty, one of whom is from the desired FSA, if one is employed at the college.

14.13.4 New FSA Faculty Evaluation Components

- a) Student Surveys
- b) Peer Reciprocal Observations

14.13.5 New FSA Faculty Evaluation Procedure and Timeline

Actions	By the end of week
14.13.5.1 Recommendation of Committee Members The Division Chair shall identify two tenured or tenure track faculty members to serve on the evaluation committee and communicate the committee recommendation to the evaluatee, their Supervisor, and Human Resources.	2
14.13.5.2 Requesting Change to Committee Members (Optional) If an evaluatee has a concern about the faculty recommended for their evaluation committee, they may contact the President of the Academic Senate by the end of week 3 to request a change. The Academic Senate President shall evaluate these requests in accordance with the Academic Senate process. Requests of this sort shall be confidential.	3
14.13.5.3 Approval of Committee Members The Academic Senate Executive committee shall approve faculty membership on the faculty evaluation committee.	4
14.13.5.4 Student Surveys - Early Short-term Classes Student surveys in early shorter term classes shall be conducted in the second half of the course (Example: Student survey in a 4 week course shall be conducted during in weeks 3 or 4. Student surveys in an 8-week course shall be conducted during week 5, 6, 7, or 8.). Academic Affairs shall facilitate the survey of all short term online classes.	3-8

<p>14.13.5.5 Reciprocal Observations Committee members shall participate in reciprocal observation with the evaluatee seeking a secondary FSA.</p> <p>14.13.5.5.1 Committee members will invite the evaluatee to observe them for one hour while they complete their primary job responsibilities. The date of these observations shall be documented for the purposes of the evaluation, but they are designed only to ensure faculty have an opportunity to observe peer community college instructors.</p> <p>14.13.5.5.2 Committee members will observe one class session or one hour of the primary job responsibilities of the evaluatee and provide a detailed assessment of the evaluatee's job performance to the evaluatee and all other members of the committee.</p>	8
<p>14.13.5.6 Student Surveys Between weeks 9 and 11, evaluation committee members shall facilitate the distribution of student surveys in semester-length face-to-face classes. Student surveys in late term short-term classes shall be conducted during the second half of the course. Office of Academic Affairs shall facilitate the survey of all online classes.</p>	11
<p>14.13.5.7 Evaluation Committee Meets with Evaluatee The evaluation committee shall meet with the evaluatee to review the final evaluation report and outcome of the evaluation.</p>	15
<p>14.13.5.8 Final Evaluation Report Submitted to Supervisor The evaluation committee chairperson shall submit a final evaluation report to the Division Chair and evaluatee's supervisor.</p>	

14.14 Division Chairpersons

14.14.1 Frequency of Division Chair Evaluations

Division Chairs shall be evaluated in their first year and then every two years.

14.14.2 Division Chair Evaluation Committee Composition

- a) Supervisor
- b) Two faculty (full-time and/or part-time)

14.14.3 Evaluation Components

- a) Peer survey
- b) Self-evaluation
- c) Administrative evaluation

The division chair shall submit a self-evaluation to the appropriate supervisor in response to prompts in [Exhibit G-5](#).

14.14.4 Evaluation Procedure and Timeline

Actions	Approximate Timeline
<p>14.14.4.1 Notification of Evaluation HR notifies division chair, supervisor and VP of the division chair's evaluation</p>	Week 2
<p>14.14.4.2 Selection of Committee Members At its first meeting of the spring semester (by the end of February), the division shall select two faculty (full-time and/or part-time) from the division to serve as the evaluation committee. Selection of the committee members may be done at a regular division meeting or at a special division meeting called by the division chair for the purpose of establishing the committee. The supervisor notifies the appropriate district office</p>	First division meeting of the spring semester (by the end of February)

	of committee members to conduct peer survey.	
14.14.4.3	The district provides Committee Members with Link to Survey Instrument The district provides committee members with a link to the Division Chair survey to disseminate to division faculty members. Committee members should use the email template provided in Appendix G-4 to communicate information about the evaluation and timeline.	By the end of February
14.14.4.4	Survey Administered Division faculty members complete the survey.	By the end of March.
14.14.4.5	Evaluation Data Provided to Committee District shares survey results with committee chair.	By the end of the first week of April
14.14.4.6	Committee Report Submitted Committee submits a written evaluation report, summarizing division survey results, with the supervisor.	By the end of the third week of April
14.14.4.7	Self Evaluation Submitted Division Chair submits a written self-evaluation to supervisor.	By the end of the third week of April
14.14.4.8	Final Evaluation Report Completed The supervisor shall write a narrative evaluation regarding the Division Chair's accomplishments, strengths, opportunities for improvement, and goals and support needed for the upcoming year (if they are continuing). The narrative evaluation will be based on the Duties and Responsibilities listed in Article 23.4 of this Agreement. The supervisor will share the written evaluation with the Division Chair prior to the conference with the Vice President.	By the end of the first week of May
14.14.4.9	Evaluation Conference The supervisor, VP, and division chair shall meet to discuss the outcome of the evaluation and possible goal(s) for the upcoming year(s).	By the end of the third week of May.

14.15 Additional Evaluations

The District or a unit member may each request an evaluation in addition to the regular evaluations described in Section 14.4. Any additional evaluations shall follow the procedures specified in this Article. However, no more than one additional evaluation may be requested by either party between a unit member's regular evaluations.

14.16 Failure of the Evaluation Committee to Complete Its Tasks

Should the Evaluation Committee be unable to complete its tasks for any reason, the District may request the formation of a new evaluation committee with the assurance that those tasks would be completed in a timely manner according to the provisions of this Article. In such a case, the District shall notify the Association of its intent to do so, and the Association shall have the right to assign a representative to monitor the process of completing the Evaluation Committee's tasks.

14.17 Changing Circumstances

The provisions in this Article may be modified if extenuating circumstances arise. If the extenuating circumstances pertain to the evaluation of a single unit member, such modifications shall be mutually agreed upon by the District, the Association, and the evaluatee. If the extenuating circumstances have implications beyond an individual evaluation, such modifications shall be mutually agreed upon by the District and the Association.

Such modifications, as well as any minor procedural deviations in the evaluation process which would not affect the outcome of an evaluation, shall not serve to invalidate the evaluations and recommendations of the Evaluation Committee, or the Superintendent/President, or the action of the Governing Board.

Article 15 - Workload

15.1 Teaching Load Unit (TLU) Defined

For purposes of determining faculty workload, a "Teaching Load Unit" (TLU) represents the relationship between instructional and non-instructional assignments performed by faculty and hours of instruction or service, as defined in this Article.

15.2 Faculty Load Calculation

15.2.1 Full-Time Teaching Load Units (TLUs)

The workload per semester for full-time faculty shall be the equivalent of fifteen (15) teaching load units (TLUs). Faculty load shall be assigned by the appropriate Dean in consultation with the appropriate Division Chairperson.

15.2.1.1 Load for Instructional Faculty

Load for full-time instructional faculty shall be based on any combination of the following equivalent catalog hours:

- 1.0 credit or noncredit lecture hour = 1.0 TLU
- 1.0 credit or noncredit laboratory hour = 0.8335 TLU
- 1.0 credit or noncredit studio hour = 0.8335 TLU

15.2.2 Load for Non-instructional Faculty

Load for full-time faculty providing non-instructional services (i.e. Division Chairs, Counselors, Librarians, Supportive Services) will be based on the following equivalent non-instructional service hours for a total of fifteen (15) TLU per semester:

- 1.0 hour of non-instructional faculty service = 0.5 TLU

15.2.3 Combination Load: Instructional and Non-Instructional

Full-time faculty may also be assigned a workload that is a combination of instructional and non-instructional faculty assignments. In such cases, the instructional portion of the assignment will be based on equivalent class hours specified in 15.2.1.1 and the non-instructional portion will be based on equivalent non-instructional hours specified in 15.2.2 for a combined total of fifteen (15) TLU per semester.

15.3 Balancing of Load for Full-time Faculty

15.3.1 Provisions

In the event that a load of fifteen (15) teaching load units cannot be achieved in any one (1) semester for an individual full-time faculty member, that load shall be balanced over a two (2) semester period. Exceptions to this balancing period may be made by mutual consent of the faculty member and the appropriate dean. The most recent four (4) semesters on each faculty member's load history sheet to include the three (3) previous semesters plus the semester being scheduled would continue to be used as the balancing period of cumulative overloads or underloads.

15.3.1.1 Underloads

15.3.1.1.1 Assignment to Non-Instructional Activities

Upon mutual consent of the faculty member and their Dean, and with approval of the Vice President of Academic Affairs, an underload may be offset by non-instructional institutional activities such as curriculum planning, staff development, and institutional research, or other special projects.

15.3.1.1.2 Summer and Early Spring Session

Upon mutual consent of the faculty member and their Dean, an

underload may be offset by an assignment from summer or early spring session.

15.3.1.1.3 Underloads in the Final Semester

If an underload exists in the last semester prior to severance from the district, either the salary of the faculty member shall be reduced or the faculty member shall reimburse the district the proportionate share of the employees paid salary for the underload.

15.3.1.2 Overload

15.3.1.2.1 Overloads

Upon mutual agreement between a full-time faculty member and their Dean, an overload may be assigned. Faculty overload assignments shall be limited to six (6) hours per week. This limitation may be waived by the appropriate dean only under the following circumstances:

- the overload results from one lecture course and multiple associated lab sections or a course with one or more linked sections; OR
- there are no current adjuncts available for the assignment AND recruitment for additional adjuncts has taken place within the past year; OR
- , with approval from the Vice President of Academic Affairs or Student Services in order to ensure that the College meet student demand

The District shall provide the Association with a summary of faculty overload assignments upon request.

15.3.1.2.2 Compensation for Overloads

Full-time faculty, with the approval of the appropriate Dean, shall be compensated for overload assignments in one of the following ways:

15.3.1.2.2.1 Receive Hourly Pay

Based on the appropriate column and step of the hourly faculty salary schedule (Schedule B).

15.3.1.2.2.2 Balancing the Load by carrying up to 3.0 TLUs over to offset a reduced load the following semester if the program allows.

15.3.1.2.3 Overloads at the Time of Severance

If an overload exists at the time of severance from the District, the unit member will be compensated for the overload using the hourly faculty salary schedule (Schedule B).

15.4 Large Class Enrollment

15.4.1 Teaching Load Units for Large Class Enrollment

Large class enrollment in credit course shall warrant additional teaching load units for full-time contract faculty based on the following formula applied at the census date for the section:

- 60-89 students = 1 additional TLU
- 90-119 students = 2 additional TLU
- 120-149 students = 3 additional TLU
- 150-179 students = 4 additional TLU
- 180-209 students = 5 additional TLU
- 210+ students = 6 additional TLU

15.4.2 Payment for a Large Class Enrollment

Non-contractual part-time employees on Schedule B shall be granted additional compensation for large class enrollment in credit course sections based on the following formula:

- 60-89 students = 1 additional hour/week
- 90-119 students = 2 additional hours/week
- 120-149 students = 3 additional hours/week
- 150-179 students = 4 additional hours/week
- 180-209 students = 5 additional hours/week
- 210+ students = 6 additional hours/week

15.5 Excess Course Preparations

15.5.1 Definition of a Course Preparation

A course preparation refers to a different course assigned to a full-time faculty member. The assignment of multiple sections of the same course equals only one (1) preparation. Concurrently scheduled courses, as defined in 15.12, count as one preparation.

15.5.2 Teaching Load for Excess Course Preparations

Full-time faculty shall receive one extra teaching load unit (TLU) if they exceed three (3) course preparations (as defined by 15.5.1) for the semester (excluding overload).

15.6 Supplemental Workload Factor

Courses with approved supplemental workload factor are identified in Exhibit F.

15.7 Independent Study Course Stipend

Faculty members supervising independent study courses shall be compensated with a stipend of \$150 per student. Only students officially registered for an Independent Study section at census will count towards the stipend.

15.8 Cooperative Work Experience Load/Stipend

The load value for Cooperative Work Experience (COOP) courses, for full-time faculty, is 0.12 TLU per enrolled student. COOP courses taught as overload or by part-time faculty will be compensated with a stipend of \$150 per student. Only students officially registered for a COOP section at census will count toward the stipend.

15.9 Faculty On-campus Requirement

15.9.1 Instructional Faculty

Instructional faculty have a general expectation of 15 hours student contact (for lecture) or 18 hours (for lab/studio), 5 hours of office hours, and 5 hours of institutional service for a total of 25-28 hours per week. 18 of the 25-28 hours shall be spent on site (64-72% on campus requirement).

15.9.2 Non-instructional Faculty

Non-instructional faculty (i.e., Counselors, Librarians, Supportive Services Personnel, and other non-instructional faculty) have a general expectation of 30 hours student contact and 5 hours of institutional service for a total of 35 hours per week. 24 of the 35 hours shall be spent on site (69% on campus requirement).

15.9.3 Accommodation

Faculty requiring accommodations to the on-campus requirement may work through Human Resources to obtain approval for reasonable accommodations.

15.10 Class Size

Class sizes shall be established as follows:

15.10.1 Minimum Class Size

MPCTA and the District agree to a process of information gathering and dialogue to determine minimum class size policies at other colleges in order to determine the best practice for future agreements at MPC.

The minimum class size for enrollment startup purposes shall be set at fifteen (15) students. The minimum may be waived for advanced sequence courses and specialized courses.

15.10.1.1 Minimum Class Size for Learning Skills Classes

The comparable minimum class size for Learning Skills classes shall be set at twelve (12) students. This minimum may be waived to accommodate the needs of severely disabled students.

15.10.2 Maximum Class Size

Unless specified in Exhibit F - Supplemental Workload Factors, the maximum class size shall be established by the Department Chair in collaboration with the Division Chair and appropriate Dean, seating capacity of the room or laboratory workstations plus an attrition factor where appropriate. Maximum class size may be reduced appropriately to accommodate the needs of severely disabled students. Those exceptions granted in the past are hereby incorporated into this Agreement by reference (Exhibit F). Upon mutual consent of the appropriate dean, the division chair, and the unit member, a course may be offered as a large enrollment based on section 15.4.

15.11 Concurrent Courses

Concurrent courses shall be defined as two or more sections of different courses that could be scheduled separately but are instead offered at the same dates, same times, and same location by the same instructor. The District maintains right of assignment and may schedule and assign concurrent courses, under the following conditions:

- 15.11.1** Two or more sections of the lecture portion of a course may be scheduled concurrently as one assignment with individual laboratory/activity/discussion class sections scheduled as separate assignments.
- 15.11.2** Two or more sections of courses in sequence (i.e. A, B, C, D, etc. or numerical sequence) with similar content at increasing skill levels may be scheduled concurrently as one assignment.
- 15.11.3** Two or more sections of different courses requiring the common tools, facilities, or resources with similar content and varying levels of skill may be scheduled concurrently as one assignment (i.e. Art Studio; Dance production classes; and Theatre Arts and Music performance classes).
- 15.11.4** Two or more sections of courses with similar content but varying units of credit or hours of non-credit may be scheduled concurrently as one assignment (i.e. Gentrain, ENSL, Hospitality, Music, and Theatre Arts).
- 15.11.5** Two or more sections of courses that have identical course outlines of record but are listed in different departments or disciplines (also known as cross-listed courses) may be scheduled concurrently as one assignment.
- 15.11.6** Faculty may be assigned to a specific number of hours to provide instruction, oversight, and support for one or more sections of class in a shared lab environment and location to assist students in completing class assignments and activities (i.e. Fitness Center,

Reading & Writing Center, and Math Learning Center classes).

- 15.11.7 Other combinations of classes scheduled concurrently, including concurrently scheduling face to face and online sections of the same class or new courses that do not fit the criteria above, may be scheduled concurrently as one assignment upon mutual agreement between the District and MPCTA.
- 15.11.8 Concurrent courses shall be scheduled upon the recommendation of the Department Chair in collaboration with the Division Chair and appropriate Dean.
- 15.11.9 Load and compensation for concurrently scheduled sections will be calculated using the single section with the highest load value.

15.12 Class Cancellation

Class cancellation shall be at the discretion of the District. When cancelling classes, the District shall consider the impact on student success and completion; prior course enrollment trends, and impact to the academic program.

15.13 Office Hours

15.13.1 Definition

An office hour is defined as a fifty (50) minute period of time when a faculty member is available for student consultation. Office hours have no Teaching Load Unit (TLU) value and are not considered part of a faculty member's 15 TLU workload requirement. Office hours are not to be considered in determining the 67% as defined in Education 87482, because they are not considered part of the calculation of a full-time faculty workload.

15.13.2 General Provisions

Instructional faculty with assigned office hours shall schedule office hours in locations and/or modality (i.e. face-to-face or online) and at times which are appropriate to meet the needs and schedules of students and their own teaching schedules.

15.13.3 Office Hour Requirement

15.13.3.1 Full-Time

Full-time instructional faculty shall schedule a minimum of five (5) office hours each week that classes are in session.

15.13.3.2 Part-time Faculty

Part-time instructional faculty shall be paid a stipend for office hours based on hourly semester teaching assignments as follows:

Semester Teaching Assignment*	Office Hour Expectations Per Semester	Stipend Per Semester
0.1-3.99 hours/week	2 hours	\$100
4.0-6.99 hours/week	4 hours	\$200
7-10 hours	6 hours	\$300

15.13.4 Posting

All full-time instructional faculty shall post their schedule of office hours on, or adjacent to, their office doors. A copy of each faculty member's class and office hour schedule shall be submitted to the Office of Academic Affairs no later than the end of the first teaching week of each semester on forms provided by the District.

15.13.5 Rescheduling

Faculty may reschedule office hours as necessary. Faculty shall notify their Division office of such changes to office hours and post updated schedule(s) on their office doors.

15.13.6 Cancellation

Office hours that are canceled because of faculty meetings or other assignments directed by the administration may or may not be rescheduled at the option of the instructor.

15.14 Work Year and Load

15.14.1 Presence on Campus

All full-time faculty members shall normally be on campus each of the duty days on which they have scheduled face to face instructional or non-instructional assignments. Full-time faculty shall not be required to be present on campus during periods not within the contractual year. However, instructors shall be available to students, faculty, and administration until the last scheduled day of the semester.

15.15 Additional Faculty Duties

The District has the authority and the right to assign faculty members to perform duties outlined in the Board's Policies and Procedures, in accordance with Article 24, and to discipline those faculty members who do not perform such duties and responsibilities.

15.15.1 Flex Day Presentations

Faculty who deliver Flex Day presentations shall receive the following flex credit toward their flexible calendar hour obligations:

One hour presentation earns three hours of flex credit. (Example: a 2 hour presentation x 3 credit would satisfy 6 flexible calendar hours)

Repeated presentations shall earn two hours of flex credit for each hour of presentation.

15.16 Unless necessary, additional faculty duties, including attendance at committee and hiring committee meetings, should not be scheduled on days not within the contract year. If committee meetings must be scheduled outside the normal contract year, the District will pay faculty attendees for each hour or partial hour for meetings attended and/or work performed in preparation for meetings using the non-contract/non-instructional flat rate of \$60/hour.

15.17 The District shall provide the Association with a list of faculty reassigned time and additional duties no later than October 1 each year. This list will be used as the basis for identifying and monitoring the duties and responsibilities to be performed by all faculty members. The District will, within established procedures, rely primarily upon the Academic Senate to recommend faculty members for duties in addition to their teaching assignments, in an equitable manner.

15.18 Discipline

For any disciplinary action the District will follow the requirements of due process set forth in the Education Code and District policies and procedures. The District and MPCTA agree to meet and confer in the 2022-2023 academic year to discuss a process that addresses student complaints that are not addressed by existing policies and procedures.

Article 16 - Salaries

16.1 Schedules

Unit members shall be paid in accordance with the following salary schedules. (See Exhibit A.)

16.1.1 Schedule A – Contract Faculty Salary Schedule

Schedule A shall apply to all full-time contractual employees. Partial contractual employees shall receive a pro-rata pay based upon this schedule.

16.1.1.1 Doctoral Bonus

The doctoral bonus shall apply to contractual employees with an earned doctorate from an accredited institution; partial contractual employees eligible for the doctoral bonus shall receive a pro-rata level established in section 16.1.1 of this article.

16.1.1.2 Multiple Master's Degree Bonus

An annual stipend will be granted to contractual unit members with multiple master's degrees from accredited institutions. Unit members receiving a stipend for an earned doctorate will not be eligible for a multiple master's degrees stipend.

16.1.2 Schedule B – Hourly Faculty Salary Schedule

Effective July 1, 2019, Schedule B shall apply to non-contractual hourly faculty and to contract faculty working overload assignments.

16.1.2.1 Overload Limitations

Faculty overload assignments shall be limited to an average of six (6) hours per week each semester. This limitation may be waived according to the provisions of Article 15.3.1.2. A summary of faculty overload assignments will be sent to the Association upon request.

16.1.3 Non-contract, Non-instructional Faculty Assignment Compensation

Effective January 1, 2020, faculty performing non-teaching duties that are outside of those assignments designated on an NOE and paid on Schedule B (such as attending meetings and committee work) outside of their normal contract year shall be paid a flat rate of \$60.00 per hour.

16.2 Placement and Advancement on Salary Schedule

16.2.1 Column Placement

Faculty shall be placed on the appropriate column of the schedule in accordance with the chart shown in [Exhibit A-1](#).

Column placement shall be verified by official transcripts and other supporting evidence provided by the faculty member. All faculty shall be initially placed on Column 1 pending verification of proper column placement.

16.2.2 Column Advancement

Following initial proper column placement, advancement to higher columns is determined as follows:

Non-CTE Disciplines

- By completion of college-level semester-units from an accredited institution in a discipline appropriate to the assignment at the District and approved in advance* by the District.

CTE Disciplines

- Gaining years of industry work experience (including part-time work experience) in a field of employment appropriate to the assignment at the District and approved in advance by the District.
- By completion of college-level semester-units from an accredited institution in a discipline appropriate to the assignment at the District and approved in advance* by the District.

* Should the District not approve course for use toward column advancement, the District shall respond in writing to the faculty member within 30 days of receiving the proposal and offer justification for denial.

For non-contractual hourly employees on [Schedule B](#), occupational experience shall apply to initial placement only.

16.2.2.1 Advancement Beyond the Highest Column Step

Once faculty have reached the highest step in any column on the salary schedule, they may advance to a higher column upon completion of all requirements for that higher column.

16.2.3 Non-Contractual Employee Advancement

Non-contractual employees on Schedule B who complete the professional growth requirement cited in [Exhibit E](#) shall be eligible to move beyond step 3 and step 7.

16.2.4 Column and Step Advancement Freeze

16.2.4.1 Unsatisfactory Evaluation

In the event that any faculty member receives an unsatisfactory evaluation through procedures described in the [Article 14](#), the employee will be notified that they have not met the requirement for advancement and that it is the intent of the District to freeze their step/column advancement, but if the faculty member meets the requirement within the next twelve (12) month period, no loss of continuity would occur. If the faculty member fails to meet the requirement within the grade period, loss of continuity of progression would be imposed.

16.2.4.2 Professional Growth

If at the end of any four (4) year period a unit member on Schedule B has not satisfied the professional requirement described in the Professional Growth Policy, their salary will be frozen at the then current step and column until the requirement is satisfied. This section does not apply to unit members on Schedule A.

16.2.4.3 Truncation

A unit member who has reached the top of any truncated column shall not receive step credit on the next higher column for the years during which they are frozen at their step on the lower column.

16.2.5 Column Advancement Verification

The faculty member shall submit verification of the completion of unit requirements and/or industry work experience for movement to a higher column. Such verification shall be by official transcript, or in the case of industry work experience such records as applicable.

16.2.6 Step Placement

Faculty shall be given credit at the time of initial step placement on Salary Schedule A for previous experience up to a maximum of five (5) years (step 6). *Full-time and part-time experience may be combined for initial step placement.*

16.2.6.1 Full-Time Academic Credit

Initial step credit shall be awarded for full-time academic experience appropriate to the assignment at the District in an accredited secondary school, college or university at the rate of one (1) step for each year of full-time experience up to a maximum of five (5) years which corresponds to step six (6).

16.2.6.2 Part-time Academic Credit

Initial step credit shall be awarded for part-time academic experience appropriate to the assignment at the District in an accredited secondary school, college or university at the rate of one (1) step for each thirty (30) semester units or equivalent of part-time experience up to a maximum of five (5) years which corresponds to step six (6). *Units taught in Summer Session may be included.*

16.2.6.3 Full-time Work Credit for CTE Disciplines Only

Initial step credit for full-time work experience in CTE disciplines at the rate of one (1) step a year for each full year of work experience up to a maximum of five (5) years which corresponds to step six (6).

Industry work experience may be used either for column placement or step placement, but not for both.

16.2.6.4 Part-time Work Credit for CTE Disciplines Only

Part-time work experience in CTE disciplines can be combined for initial step credit. Each full year of combined part-time work will count for one (1) initial step credit up to a maximum of five (5) steps which corresponds to step six (6).

CTE work experience may be used either for column placement or step placement, but not for both.

16.2.6.5 Exclusion

Credit for previous experience for placement purposes shall not be granted for the following:

- Experience as a teaching or laboratory assistant
- Work experience necessary to qualify for any California Community College Credential

16.2.7 Step Placement on Schedule B

All hourly pay unit members and contract/regular unit members shall initially be placed on step 1 of [Schedule B](#). In the event that an employee is changed from payment on Schedule A to payment solely on Schedule B, the employee shall be placed on the appropriate step on Schedule B.

16.2.8 Step Advancement

Following the initial step placement, salary step advancement for faculty on Schedule A shall be at the rate of one (1) step for each year employed by the District. If a faculty member on Schedule A is employed for at least one (1) semester of an academic year, then they shall be given credit for that year's experience for step advancement purposes.

Salary step advancement for non-contract, part-time faculty on Schedule B shall require 100 hours (or two 3-unit classes) of paid service within the District over two (2) terms (Summer, Fall, and/or Spring) for each one (1) step increase. Step advancement shall be limited to no more than two (2) step increases per academic year and will become

effective at the start of the next academic term (fall, spring, or summer).

- Every 100 or more hours (or two 3-unit classes), one step increase is granted unless Professional Growth documentation is required
- Step increases are limited to 2 per academic year
- In this application only, the academic year begins in the Fall (Fall, Early Spring, Spring, Summer)

16.2.9 Right to Waiver

Under extenuating circumstances, the Superintendent/President may waive a condition of placement and advancement. Any such waiver shall be subject to ratification by the Governing Board.

16.2.10 Audit of MPC Courses for Professional Growth Requirement

The District shall allow unit members to enroll in regularly scheduled courses at MPC at no cost to the unit member (pursuant to Education Code 76370 - Audit of Courses; Fees; Regulations) and these courses may be used to satisfy their professional growth requirement. Unit members must complete the same amount of course work as other students, and unit members enrolled in these courses shall be held to the same grading standards. Upon successful completion of the course, the unit member shall request that the course instructor fill out a grade form to be appended to the professional growth form. Such verification must be received by the dean prior to the granting of any professional growth credit. Unit member does not count towards minimum class size, nor will transcript credit be granted.

16.3 Right to Withhold Pay

The District may withhold the last month of service of an employee's pay for failure to submit grade reports and class rosters or return college property at the prescribed time when the employee has been notified two (2) weeks in advance of such deadlines with District discretion when not practicable to meet the two (2) week notice period. Notice of such waiver shall also be sent to the Association. Payment of such withheld pay shall be made within ten (10) calendar days after filing of all such reports if after the regular payday or the last month of service.

16.4 Canceled Classes

Hourly part-time and full-time faculty members teaching overload whose class is canceled shall be compensated by the District for the actual in-class hours of instruction delivered. Faculty teaching online classes that are canceled during the first week of class shall be paid for the number of hours the class was scheduled to meet online for that week.

16.5 Campus Closure

Adjunct and contractual unit members teaching overload whose classes are canceled due to closure of the campus will be compensated for those class(es) canceled solely due to the closure of campus.

16.6 Scheduled Salary Increases

2019-2020: Effective July 1, 2019, Salary Schedules A and B will be increased by 3%.

2020-2021: Effective July 1, 2020, Salary Schedules A and B will be increased by the community college COLA percent increase provided by the State of CA for that fiscal year less 1% (COLA-1.0%). If both the PERS and STRS enacted employer contribution rates remain unchanged or decline in 2020-21, or the District receives a one-time unrestricted general fund lump sum payment specifically for pension relief from the state, the District and CTA shall meet and discuss the impact of such items.

2021-2022: Effective July 1, 2021, Salary Schedules A and B will be increased by the community college COLA percent increase provided by the State of CA for that fiscal year less 1% (COLA-1.0%). If both the PERS and STRS enacted employer contribution rates remain unchanged or decline in 2021-22, or the District receives a one-time unrestricted general fund lump sum

payment specifically for pension relief from the state, the District and CTA shall meet and discuss the impact of such items.

16.6.1 “Hold Harmless” Salary Schedule Reduction

If, at the expiration of the revenue minimum provision (“hold harmless”), the Student Centered Funding Formula (SCFF) is fully implemented and the 2022-23 Advanced Apportionment (AD) Adjusted Total Computational Revenue (ACTR) (issued in or around July 2022) is less than the 2021-22 Period (P2) Adjusted Total Computational Revenue (issued on or around 2022), faculty salaries shall be reduced. The allowed reduction shall match the percentage decline in the ACTR, but shall not be more than the total percentage applied to Schedule A since 2018-19. Any reduction in faculty salaries due to this article may occur only upon the following:

- All other MPC employee contracts and collective bargaining agreements have been amended prior to June 30, 2022 to include language guaranteeing the same salary give back.
- The Monterey Peninsula Community College District does not hold Board unallocated reserves in excess of 14% of the unrestricted general fund.
- Negotiators for MPCCD, the classified staff union, and MPCTA have met prior to June 30, 2022 to consider whether there are any options to reduce total compensation, without reducing employee salaries

This language is to focus on the impact of the full SCFF implementation. The nature and intent of this language shall remain until the SCFF is fully implemented, although, it shall be reviewed annually for updates on “hold- harmless” or “revenue minimum” dates.

16.6.2 In the event that 16.6.1 is implemented, as MPC revenues increase after 2022- 23, MPC agrees to increase faculty salaries by the same percentage as the ACTR increase in each year until faculty salaries have returned to the rates from 2021-22.

16.7 Comparable Pay For Part-time Faculty

The District and Association agree to the goal of comparable pay for comparable work for part-time faculty.

Article 17 - Extra Duty

17.1 Overload, Summer, Early Spring, and Substitute Assignments

Faculty shall be paid according to the Hourly Faculty Salary Schedule for all Overload, Summer, Early Spring, and substitute assignments.

17.2 Non-contractual, Non-instructional Faculty Assignments

Except as otherwise provided in this Agreement, faculty performing authorized non-teaching assignments (e.g., special projects and participation in meetings outside of their normal contractual year) shall be paid at the rate specified in 16.1.3.

17.3 Evaluation Pay

Full-time faculty members shall be required to participate in classroom evaluations up to four (4) times per year as part of their normal duties. Travel pay for off-campus evaluations shall be paid at the rate established in Article 21. If a faculty member completes additional classroom evaluations (beyond the required 4) they shall be compensated one hour per evaluation at the hourly faculty salary rate.

17.4 Extended Work Year

Additional assigned weeks for unit members employed on a contractual basis with extended work year duties are listed in Exhibit D. The District shall notify the Association of any additional assignments offered to unit members outside of their primary role or adjustments to existing assignments.

17.5 Reassigned Time

Positions with authorized reassigned time to perform duties as specified are shown in Exhibit D.

17.6 Coaching Pay

Coaching pay shall be in accordance with the coaching pay schedule shown in Exhibit A and Article 11. The coaching schedule shall be adjusted on the same percentage basis as regular cost of living adjustments would apply to basic salary schedules. A head coaching assignment for a sport that has combined men's and women's teams shall be considered only one head coaching assignment.

A \$1,500 stipend will be granted to the head coach of any athletic team that advances to post-season playoffs, finals, tournaments, Bowl games, or State playoffs.

17.7 New Full-time Faculty Mentorship

17.7.1 Once their employment has been approved by the MPCCD Board of Trustees, new full-time faculty shall be eligible for non-contract hourly compensation of no more than 15 hours to facilitate training and mentorship prior to the start of their full-time employment.

17.7.2 Full-time faculty selected and who agree to act as mentors to new faculty during their first semester of employment shall receive a stipend of \$1,000, to be paid in equal installments as part of their regular payroll for their participation in mentor training, new faculty orientations, one-on-one mentoring, and other related activities. Faculty mentors will be expected to perform the following duties:

- a. Meet with the new faculty prior to the start of the semester, including during orientation.
- b. Meet with the new faculty member individually, at least monthly during their first year

17.8 Bilingual Stipends

Faculty members assigned to teach courses, other than language courses, that are approved by the District to be delivered through bilingual instruction shall receive an additional stipend of \$500

for the development of instructional materials in multiple languages the first time the class is offered in a bilingual format to be paid in equal installments as part of their regular payroll.

Article 18 - Resignation and Retirement

18.1 Resignation - Regular/Contract Employee

18.1.1 Definition

A resignation of a regular/contract employee is a voluntary written statement on the part of an employee that they wish to terminate employment with the District.

18.1.2 Procedure

A resignation from an employee shall be submitted in the form of a letter addressed to the Governing Board. This letter shall be presented to the Superintendent/President, who in turn shall communicate the employee's intent to resign to the Board.

18.1.2.1 Timelines

Except in emergency situations, letters of resignation shall be submitted to the Superintendent/President prior to the start of spring semester of the effective year.

18.1.2.2 Effective Date

The effective date of the resignation is to be determined by the Governing Board and shall not be earlier than the date requested by the employee and no later than June 30 of the effective year for employees on an annual contract.

18.1.2.3 Withdrawal

A unit member may withdraw a written resignation by submitting the request to withdraw in writing to the Governing Board prior to the Board's acceptance of the resignation.

18.2 Resignation - Temporary Employee

18.2.1 Definition

A resignation of a temporary employee during a specific employment period is a voluntary written statement on the part of a temporary employee that they wish to discontinue employment effective during a specific employment period.

18.2.2 Procedure

A resignation from a temporary employee to be effective during an employment period shall be submitted in written form to the appropriate dean.

18.3 Retirement

18.3.1 Provisions

Retirement of a certificated unit member is in accordance with applicable provisions of the Education Code and the retirement system (STRS and PERS) of which the employee is a member.

18.3.2 Age Discrimination in Employment

In accordance with applicable Federal and State Anti-Discrimination laws, and the college Equal Employment Opportunity Plan, certificated employees will not be prevented from maintaining continuous employment by reason of age.

18.3.3 Employment Beyond Early Retirement (EBER)

Employment will be guaranteed for a maximum of four (4) years to age 63 at the rate of \$6900 per year for unit members retiring at the end of the academic year. Unit members must submit a written resignation for the purposes of retirement to the District no later than October 1 of that academic year.

All other provisions of Section 18.3.3 that conform with these limits also apply. If, at the district's discretion, the EBER participant is employed for additional years, to age 65, the employee will continue to be paid at the EBER compensation rate for those years.

Compensation is determined by dividing the employee's final annual contract compensation figure* by 5 or 7 (duty day hourly requirement, instructional or non-instructional) times 175.5 (annual duty days requirement). This calculation results in an hourly rate for the employee which is fixed throughout their EBER participation; COLA's and other salary increases do not apply to this rate.

*Extra compensation for overload or anything else not specified in the annual letter of notification is not included in this figure.

EBER hourly rate = (final contractual salary) / (5 (or 7) X 175.5)

For example, if an employee's final contractual salary is \$50,000.00, when divided by 5 (hours per day) times 175.5 (days per year), the resulting hourly rate is \$56.98. When divided by 7 times 175.5, the non-instructional rate is \$40.70.

Once the \$6,900 limit in earnings is reached, the salary reverts to the appropriate hourly schedule.

An EBER participant may shift between, or be compensated via a combination of, their instructional and non-instructional rates.

A reasonable offer is any offer presented by the appropriate Vice President or designee. The offer will be within the professional competence, credential or College experience of the retiree as determined by the District. Unless previously agreed to, the offer will not be a "classified" position. The scheduled hours will be in keeping with the instructional program at MPC and will not be split between the traditional time blocks of day and evening. The offer shall normally be within the Fall and Spring semesters but may, if the retiree agrees, also include Summer and Winter sessions.

18.3.3.1 Procedure for Assignment

No later than November 1, The Office of Human Resources will send a letter to new and continuing EBER participants asking:

- 1) whether they want to participate in the EBER program for the following academic year and indicating that failure to do so for continuing EBER participants will mean forfeiture of future rights as stipulated in 18.3.3 above (new retirees may begin their EBER participation either the first or second year following retirement); and
- 2) for their preferences for teaching and/or other duty, and for the semester(s) desired for that duty.

EBER participants will be given two (2) weeks to respond, unless extenuating circumstances do not allow such a response.

18.3.3.2 Determination of Assignment

Upon receipt of a positive reply, the dean will meet with the division chair to formulate an assignment.

18.3.3.3 Offer of Assignment

As soon as possible, but no later than two weeks prior to the course schedule deadline for the Fall semester, an offer will be sent to the retiree

who will respond within one week about accepting the offer.

18.3.3.4 Termination Date for Eligibility

- 1) If the assignment is teaching, the retiree's eligibility terminates at the end of the teaching session during which the retiree reaches age 63.
- 2) If the assignment is non-teaching, the retiree's eligibility terminates upon the date the retiree reaches age 63.
- 3) In either situation, the District has sole discretion on whether to make an employment offer that extends employment beyond the 63rd birthday.

18.3.3.5 Buyout Provision

The District may buyout existing EBER agreements at 30% of the remaining value of the entire EBER amount, if mutually agreeable to the District and EBER participant.

18.4 Payment for Other Services

In accordance with the appropriate hourly schedule, qualified retirees may be employed by the Governing Board.

18.5 Golden Handshake

The District will implement the provisions of Education Code Section 87488 (known as the "Golden Handshake") until June 30, 1998. After this date, the District will no longer participate in the Golden Handshake program. Such implementation shall strictly observe the limitations set forth in such code section, and the District shall be under no obligation if the District is unable to guarantee a savings as is required under this code section. The implementation of this section shall not be read as a limitation on the reallocation of unit positions within the District following retirement or resignation. The District will not be obligated to the benefits as set forth herein beyond the expiration date of the code provisions .

Article 19 - Reduced Service Partial Retirement Plan

19.1 Reduced Service

Full-time regular employees may reduce their workload from full-time to part-time and have their retirement benefits based on full-time equivalent employees.

19.2 Denial of Reduced Service

The District reserves the right to deny granting a reduced workload and/or consent to first-year option to any employee if doing so would create unusual and difficult staffing problems. A denial of an early retirement request, however, shall be only temporary, and the employee may reapply for the program and make the effective date for the following year or school term. All such reapplications shall be considered by the District without prejudice. A denial to grant the first-year option shall not prejudice the employee's application for early retirement.

19.3 Prerequisites

To qualify for this program, the full-time regular employee shall meet the following prerequisites.

19.3.1 Minimum Years of Service

The employee shall have completed ten (10) years of full-time service in a position requiring certification in the public school system of California which includes grades K-12, community college, or as a teacher in the California State University and College system, with sabbatical leaves being counted as full-time employment. The immediately preceding five (5) years shall have been full-time employment in the Monterey Peninsula Community College District without a break in service. Time spent on a sabbatical leave or other approved leaves of absence shall not be used in computing the five-year full-time service requirement and shall not be considered a break in service.

19.3.2 Minimum Age

The employee shall have attained the age of fifty-five (55) prior to the beginning of the semester in which the reduction in service begins.

19.4 Initiation of Agreement

The agreement or contract for reduced service shall be initiated by the employee.

19.4.1 Time of Application

Employees requesting participation in the reduced service partial retirement plan shall submit an application to the Superintendent/President by the end of the first full teaching week of the preceding semester desired to begin the reduced service. The form of such application shall be available in the Office of Instruction.

19.4.2 First-Year Option

At the time of the initial request for reduced service, an employee may, with the consent of the District, be granted the option of returning to full-time employment at the end of the first year of reduced service.

19.4.2.1 Time of Application to Return to Full-Time Service

A request to return to full service, under section 19.4.2, shall be in writing and sent to the Superintendent/President by the end of the first full teaching week of the semester preceding return to full service.

19.5 Execution of Agreement

The agreement for reduced service shall be executed in writing by the employee and the District at the beginning of the school year or before the beginning of the second half of the school year prior to the period of the reduced service.

19.6 Revocation of the Agreement

The agreement may be revoked with the mutual consent of the employee and the employer.

19.7 Terms of Reduced Service

19.7.1 Minimum Reduced Service

The minimum reduced service shall be the equivalent of one-half (1/2) of the number of days of the employee's final year of full-time service. Agreements with beginning dates other than the start of the school year shall require the employee to serve at least one-half (1/2) for the remainder of the school year.

19.7.2 Salary

Minimum salary paid shall be equal to no less than one-half (1/2) time service.

19.7.3 Rights and Benefits

The employee shall retain all other rights and benefits for which the employee or the District makes the payments, including those as provided in Section 53201 of the Government Code, that would be required if the employee remained in full-time employment.

19.7.4 No Break in Service with First-Year Option

If the employee returns to full-time employment, the year of reduced service shall not constitute a break in service to the District.

19.7.5 Other Requests to Return to Service

Requests to return to full service other than at the end of the first year of reduced service shall be submitted by the end of the first full teaching week of the semester preceding return to full service. This return to full service shall be at the discretion of the District.

19.7.6 Limitations

19.7.6.1 Number of Years of Applicability

Part-time service is limited to a period not to exceed seven (7) years.

19.7.6.2 Age Limitation

Length of participation in the reduced service partial retirement plan is limited to a period not to exceed seven (7) years, and no employee shall participate after attaining the age of sixty-five (65). Any employee in the plan who reaches age sixty-five (65) during the school year may continue their reduced service for the balance of the year.

19.8 State Retirement Provisions of Plan

19.8.1 Contribution to STRS

The District and the employee shall contribute to the State Teachers' Retirement System the percentage of the employee's salary in accordance with applicable law.

19.8.2 Contributions to PERS

Employees who participate in the Public Employees' Retirement System shall contribute the amount that would have been contributed if the employee was employed full-time based on a full salary.

19.9 End of Seven-Year Reduced Service Period

At the end of the seven (7) years of reduced service, the employee shall retire unless the District requests the employee to consider continued employment. If the employee continues in part-time service, the District shall not be obligated to contribute toward retirement upon a full-time salary.

Article 20 - Part-Time Temporary Faculty

20.1 Notification of Vacancies

All part-time temporary unit members ("Adjunct Faculty") shall be notified of all full-time unit vacancies in the District by public posting. Recruitment and selection of Adjunct Faculty shall be in accordance with District procedures and MPCTA contract. All assignments shall continue to be at the sole discretion of the District, except as limited by this Article 20.

20.2 Process for Obtaining Reemployment Preference

The District shall establish and maintain seniority lists by discipline for all Adjunct Faculty, retroactive to Fall Semester 2015 for the purpose of determining whether an Adjunct Faculty member has obtained a reemployment preference. Seniority will be determined by the first date of paid academic employment with the District. During the contract year (not during summer or winter break), the District will provide each Adjunct Faculty member with a list of semesters taught by discipline, with data from Fall 2015 to the current academic year. Each member will have a period of 30 calendar days to correct any errors, after which time the District may rely upon that assignment data. The District shall provide a copy of the lists to the Association when it is updated and upon request.

In order to obtain a reemployment preference in a discipline, the Office of Human Resources will verify which part-time faculty members have satisfactorily completed a minimum of one course assignment in the Fall or Spring term in each of the prior four academic years in the same discipline as defined in the State Chancellor's publication, Minimum Qualifications for Faculty and Administrators in California Community Colleges. In addition, the part-time faculty member must have received a satisfactory evaluation for the two most recent evaluations in the prior four academic years. If the criteria for the reemployment preference are met, the Adjunct Faculty member shall have a "reemployment preference" until it is relinquished under Article 20.8.

20.3 Assignments Reemployment Preference

All Adjunct Faculty members (including those without a reemployment preference) shall submit a statement of availability for the subsequent semester to the Division Chair or their designee based upon the deadlines set in the District's scheduling process.

Consistent with the best interests of student success, the District shall offer an Adjunct Faculty member an assignment within the discipline in which the preference is earned. This offer will be in priority over others without a reemployment preference, and consistent with the following criteria:

1. The Adjunct Faculty member must be available for the assignment as scheduled; and
2. The Adjunct Faculty member must have the relevant educational preparation or courses of study, related teaching, or recent and relevant work that is related to the assignment: as determined by the Dean assigned to the discipline.
3. In the event of a tie in the discipline-based seniority list for Adjunct Faculty Members, seniority will be determined by lot.

20.4 Cancellation or Withdrawal of Tentative Assignment

An offer of an assignment may be withheld from an Adjunct Faculty member (with or without a reemployment preference), or rescinded, for reasons consistent with the best interests of student success. Examples include:

1. The Adjunct Faculty member is not available for the assignment as scheduled;
2. The Adjunct Faculty member receives an Unsatisfactory evaluation, or more than one Needs Improvement evaluation, in the prior four academic years;
3. The class is canceled or combined with another section due to low enrollment, a reduction in services, a reduction in force, or for other reasons;

4. The District rescinds its offer of a course assignment in order to offer the assignment to a probationary or contract faculty member;
5. The course assignment cannot be offered to the Adjunct Faculty member due to requirements of applicable laws, regulations, policies, or directives; and
6. A course assignment cannot be offered due to a specific and identifiable need of the District.
7. The District administration, Division Chair, or Department Chair, has received a student complaint against the Faculty Member alleging misconduct or inappropriate acts or omissions of the Faculty Member that has been verified by an investigation.

In the event a course is canceled after the first meeting, Adjunct Faculty members will be paid for the course hours during which they actually met before the cancellation. Pay for these hours will be at the hourly Adjunct Faculty rate in accordance with Article 16.6.

20.5 Disputes

Disputes concerning the interpretation and application of Sections 20.4, are not subject to the grievance provisions of this Agreement.

20.6 Evaluations

Part-time faculty shall be regularly evaluated in accordance with the procedures set forth in Article 14, and may be evaluated on a more frequent basis at the discretion of the District.

20.7 Relinquishment of Reemployment Preference

Adjunct Faculty members shall not retain a reemployment preference if:

1. The Adjunct Faculty member receives an "Unsatisfactory" evaluation, or more than one Needs Improvement evaluation, in the prior four academic years;
2. The Adjunct Faculty member does not complete an assignment previously accepted;
3. The Adjunct Faculty member was absent from class, lab, or other assigned hours without proper notification/approval;
4. The Adjunct Faculty member rescinds their acceptance of a confirmed assignment less than 30 days before the start of the assignment;
5. The Adjunct Faculty member does not hold office hours or student advisement time as scheduled by the Adjunct Faculty member;
6. The Adjunct Faculty member has declined the District's offer of assignment(s) for one semester, except under conditions of state and federal leave laws;
7. The Adjunct Faculty member does not fulfill professional duties associated with the assignment, including, but not limited to:
 - a. Timely submission of grades by the established deadlines;
 - b. Timely submission of census rosters, positive attendance rosters, and class rosters by the established deadlines;
 - c. Timely communications with students, including regular and effective contact in online classes where assigned;
 - d. Participation in course assessment as part of Flex activities or other paid assignment.
8. The Adjunct Faculty member engages in conduct in violation of District policies, procedures, or that which is described in Section 87732 of the Education Code.
9. Part-time faculty members who relinquish reemployment preference may request that Human Resources reestablishes their preference once criteria are met again.

20.8 Discipline, Suspension, and Termination of Adjunct Faculty Prior to the Completion of the Assignment

- 20.8.1** Adjunct Faculty without a reemployment preference serve as temporary employees at the discretion of the Governing Board.
- 20.8.2** Adjunct Faculty with a reemployment preference may be disciplined, suspended, or dismissed for misconduct during an assignment pursuant to the procedure described below. Upon discipline, suspension, or dismissal under this procedure, the Adjunct Faculty member will and shall not retain a reemployment preference.
- 20.8.2.1** To initiate disciplinary action under this procedure, the relevant Dean shall provide the Adjunct Faculty member with written notice of the proposed discipline. This notice shall include the facts upon which discipline is based and attach any documentation upon which the discipline is based.
- 20.8.2.2** The Adjunct Faculty member will be afforded an opportunity to respond in written form to or to request a pre-disciplinary meeting with a "reasonably impartial and uninvolved" officer on or before the 10 day after service of the notice. If a meeting is requested, the meeting shall be scheduled within five days after the request is received.
- 20.8.2.3** After the consideration of a timely written response, after a pre-disciplinary meeting has been conducted, or after the fifth day if the Adjunct Faculty member does not timely respond, the District shall issue its final notice of disciplinary action, which shall become effective upon service.
- 20.8.2.4** The Adjunct Faculty member may request a hearing before the Governing Board by filing a written request with the Superintendent/President's office on or before the tenth business day after service of the final notice of disciplinary action.
- 20.8.2.5** At its discretion, the Board may hear the Adjunct Faculty member's concerns, or adopt the final notice of disciplinary action without a hearing. Notice of the Board's disposition shall be provided to the Adjunct Faculty member within five business days after the disposition is reached. This will constitute the exclusive administrative appeal procedure for disciplinary action under this Article.

20.9 Definitions

20.9.1 Adjunct/Part-Time Faculty Load

Pursuant to Education Code section 87482.5, as amended in 2008, the permissible load for an adjunct/part-time faculty members increased from 60% to 67% of the weekly hours for a full-time contract faculty member, and the parties affirm that references in this contract to Adjunct Faculty members will be applied accordingly

20.9.2 Definition of Full-Time and Full-Time Equivalent for STRS

This article defines "Full-Time" and "Full-Time Equivalent (FTE)" for Part-Time Faculty, for the purposes of the State Teachers Retirement System (STRS).

Education Code 22138.5 (a STRS regulation) requires the collective bargaining agreement to specify the number of hours of creditable service that equal "full-time".

Education Code 22138.6 (a STRS regulation) defines "full-time equivalent" (FTE) as the hours of creditable service that a person who is employed on a part-time basis would be required to perform in a school year if they were employed full-time in that position.

The standards specified below are solely for reporting purposes to STRS. Use of these standards for any other purpose must be negotiated.

20.9.2.1 Part-Time Instruction Positions

525 instructional hours equal full-time. One FTE is defined as 525 instructional hours of creditable service.

20.9.2.2 Part-Time Non-Instructional Positions, including Counselors and Librarians

1,050 hours of creditable service equal full-time. One FTE is defined as 1,050 hours of creditable service.

20.9.3 Temporary Status

The parties hereby incorporate by reference the terms of subsection (d) of Section 87482.3 of the Education Code, which states: "In all cases, part-time faculty assignments shall be temporary in nature, contingent on enrollment and subject to program changes, and no part-time faculty member shall have reasonable assurance of continued employment at any point: irrespective of the status, length of service, or reemployment preference of that part-time, temporary faculty member," except as amended by Article 20.11, "Extended Part-time Appointments."

20.9.4 Reinstatement of Reemployment Preference

A part-time unit member who has lost reemployment preference may later re-qualify according to 20.3.

20.9.5 Part-Time Faculty Health Savings Fund

The District agrees to allocate \$25,000 per academic year to a fund for associate faculty medical expenses. Individual associate faculty may request up to \$250/year from this fund for reimbursement of medical expenses. Eligible reimbursements may include either medical expenses as defined by the IRS or insurance premiums, co-pays, or co-insurance. The IRS definition of a medical expense is, "Medical expenses are the costs of diagnosis, cure, mitigation, treatment, or prevention of disease, and for the purpose of affecting any part or function of the body."

MPCTA and the Monterey Peninsula Community College District share an interest in using state funds to improve part-time faculty health care benefits. Both parties agree to meet and confer about the issue once there is clear guidance about how funds provided for this purpose in the 2022-23 CA state budget will be distributed.

Article 21 - Regular Instructors in the Evening (R.I.E.)

This article was a result of litigation and now applies to only one instructor. This article and any other mentions of the R. I. E. (as in 8.2.2.2, which states “a “day” for Regular instructors in the Evening (R.I.E.) is equal to 5 hours.”) will be deleted after that instructor retires.

21.1 Salary

Salary Schedule B (and C where applicable) shall be used for payment of services of regular instructors in the evening program. All sections of Article 16 which are applicable to hourly temporary instructors shall also apply to regular instructors in the evening program. (Note: Provisions of section 21 do not apply to full-time instructors on overload.)

21.2 Workload

The work year for regular instructors in the evening program shall be 525 hours, multiplied by the percentage of permanent classification earned. In those instances where irregular percentages develop or a full load cannot be achieved in one academic semester or year, the total workload shall be averaged over a two-year academic year period, with payment based on the actual number of hours of service per semester/year.

21.2.1 Workload Assignment

- 21.2.1.1 Permanent Classification Based on Evening Program Only Regular instructors in the evening program whose percentage of permanent classification is based on evening program service only shall not be required to accept an assignment in the regular day program.
- 21.2.1.2 Permanent Classification Based on Both Evening Program Service and Regular Day Program Service
- 21.2.1.3 Regular instructors in the evening program whose percentage of permanent classification is based on both evening program service and regular day program service may be required, if so assigned, to accept schedule assignments in the regular day program. A reasonable attempt will be made to work out a mutually acceptable time when such assignments shall be scheduled.

21.3 Leave

Provisions of Article 8 which apply to personnel employed on a non-contractual hourly basis shall apply to regular instructors in the evening program as shall section 8.10 (Exchange Teaching Leave), section 8.12 (Leave of Absence for Educational Improvement), section 8.13 (Government Service Leave), and section 8.15 (Other Leaves of Absence).

21.4 Evaluation

Regular instructors in the evening program shall be evaluated in accordance with sections 14.3.2 of Article 14 pertaining to tenured faculty.

Acceptance of the foregoing sections of Article 21 does not constitute an admission that any other provisions heretofore mentioned are correct interpretation of previously decided or pending litigation on the issue.

Article 22 - Travel

22.1 Conference, Workshops, and Meetings

22.1.1 Authorization

Conference, workshop, and meeting travel for employees shall be authorized on the District travel form in advance of such travel by the Superintendent/President or designee. Out-of-state travel shall require the specific advance written approval of the Superintendent/President.

22.1.2 Reimbursement

Actual and necessary expenses for authorized travel shall be reimbursed at the rates and in accordance with the following provisions, after submission of the properly approved forms as per Board Policy 2145:

22.1.2.1 Private Car

The mileage allowance for private car usage shall be the prevailing Board-approved rate. This rate shall be adjusted upward in accordance with the Internal Revenue Service approved reimbursement rate.

22.1.2.1.1 Claim Limit

Reimbursement according to the mileage rate set in section 22.1.2.1 of this Article when in excess of two hundred (200) miles from Monterey shall not exceed Coach Airfare rates when such rates are available.

22.1.2.2 Public Conveyance

Reimbursements shall not exceed Coach Airfare rates when such rates are available.

22.1.2.3 Fixed Expenses

22.1.2.4 Receipts or appropriate documentation shall be required for the following fixed expenses:

22.1.2.4.1 Rooms - Hotel/Motel

22.1.2.4.2 Registration - Conference

22.1.2.4.3 Banquets

22.1.2.4.4 Transportation expenses - Rail/Plane Tickets

22.1.2.5 Other Reimbursable Expenses

Other expenses which shall be reimbursed include the following:

22.1.2.5.1 Incidental

22.1.2.5.2 Taxi

22.1.2.5.3 Bridge Tolls

22.1.2.5.4 Parking

22.1.2.5.5 Meals

22.1.2.6 Partial Reimbursement

For travel not required by the District, partial reimbursements may be made for travel expenses wherever there is written prior agreement between the employee(s) and the authorizing official.

22.1.3 Procedure

Expense claims shall be submitted on District forms no later than thirty (30) days

following the end of the semester or session in which the travel occurred. Claims submitted after this deadline are not compensable.

22.2 Other Employment-Related Travel

22.2.1 Authorization

An employee having assignments at different locations on the same day shall be reimbursed for mileage from the original assignment location to the alternate location(s), plus the return to the original location. (Example 1: First Class at Monterey, next class at MPC Education Center at Marina, next class at Carmel. Mileage would be paid from Monterey to MPC Education Center at Marina to Carmel to Monterey. Example 2: First class at MPC Education Center at Marina, second class at Monterey, third class at MPC Education Center at Marina. Mileage would be paid from MPC Education Center at Marina to Monterey to MPC Education Center at Marina.)

22.2.2 Reimbursement

Reimbursement shall be in accordance with section 22.1.2 of this Article. A standard mileage chart will be provided by the District.

22.2.3 Procedure

Mileage expense claims shall be submitted on District forms, and may be submitted at any time during the semester, but no later than thirty (30) days following the end of the semester or session in which the travel occurred. Claims submitted after this deadline are not compensable.

Article 23 - Division Chairperson

23.1 Selection Procedure

One (1) semester prior to the expiration of the division chair's term of office, the chair shall call for nominations. Service as Division Chair shall be restricted to full-time faculty who have more than a 50% teaching assignment in the division. When a division uses a voting procedure to select Division Chair nominees, all full and part-time instructors who teach within the division will be invited to vote. The name or names of the person(s) nominated by the division shall be submitted to the Superintendent/President; every effort shall be made to nominate at least two (2) persons. After receiving the division's nominee(s), the Superintendent/President may consult with the division chair before making the final determination. The Superintendent/President's appointment shall not be limited to the list submitted. If no nominees are submitted, the Superintendent/President shall internally appoint someone to perform the functions and responsibilities of the chair of the division. In such a case, the assignment to fulfill division chair duties will not be restricted to faculty. All procedures shall be in accordance with state, federal, Governing Board and Equal Employment Opportunity laws.

23.2 Term

The term of office of the division chair shall be three (3) years. Beginning with the 2022-23 academic year, division chairs may be eligible to serve no more than two consecutive terms. Reelection to further terms is allowable after a break of no less than 3 years. If no other eligible faculty within the Division are nominated to serve, the Superintendent/President may choose to waive the 6-year service restriction. The Superintendent/President may reassign the division chairperson to other duties at the end of any semester. A shorter term of office may be requested by the individual serving as division chair.

23.3 Job Description

The following describes the administrative, non-teaching functions for which the chair is responsible. Teaching responsibilities are described in other Articles of this Agreement. In accordance with institutional policies, the division chair shall perform the following non-supervisory, administrative tasks:

23.3.1 Staff Coordination

- Facilitate and coordinate assignments of division faculty.
- Serve on screening committees for the division classified staff.
- Chair, or designate a chair for, evaluation committees in accordance with evaluation policy, for division faculty.
- Chair, or designate a chair for, screening committees for hiring full-time faculty members within the division in accordance with established policies (federal, state, and local) and District procedures.
- Facilitate the day-to-day process of substitute instruction, working in close cooperation with the appropriate Dean for approval of substitute instructors.

23.3.2 Planning

- Assist in the preparation and maintenance of long-term and short-term educational, equipment, and facility plans for the division.
- Coordinate the development of class schedules for all disciplines within the Division and recommend teaching assignments.
- Coordinate program review, planning, and other related activities for all disciplines within the division.

23.3.3 Budget

- Monitor division budget expenditures and coordinate completion of appropriate budgetary tasks.

23.3.4 Curriculum

- Consult with Division faculty and Deans on major curriculum and program changes, additions, revisions, and deletions to be proposed for review through the College's curriculum review and approval process.
- Participate in the curriculum review and approval process.
- Facilitate the completion of learning outcomes assessment, program review, and other division planning and reporting.
- Advise division instructors in the preparation of course outlines and textbook selection for the division and coordinate this activity with the appropriate dean and the Bookstore Manager.

23.3.5 Communication

- Facilitate communication among staff assigned to the division.
- Serve as the division's spokesperson in coordination with other division chairs and administrative personnel.
- Assist with conflict resolution among staff, faculty and students enrolled in division classes.
- Inform and advise the appropriate dean about matters of professional concern.
- Represent the division at each Academic Affairs Advisory Group meeting and be responsible for communicating recommendations, actions, and information to the division.
- Serve as the liaison between the College, local organizations and businesses, and other groups as it pertains to the division.
- Conduct monthly division meetings to ensure effective communication among members of the division in reference to proposed new curricula, business of the Academic Senate, the educational program, administrative matters, student educational needs, and other related matters.
- Participate in establishing pathways and partnerships between the College and its high school, adult school, and university partners.
- Be available to members of the division by setting aside a minimum of two hours per week.

23.3.6 Policies

- Facilitate in the administration of District policy and procedures in matters affecting the division.

23.3.7 Other

- Accept other duties similar to those enumerated above which are related to divisional affairs.
- Participate in the recruitment of new student populations as they evolve from the Division's courses and programs.
- Administer the approved division teaching load in cooperation with the Office of Academic Affairs; coordinate the development and maintenance of load history sheets for division faculty.
- Provide new and revised catalog copy to the Office of Academic Affairs annually.
- Prepare division course program information as requested by Academic Affairs for publications, outreach, recruitment, marketing, and other purposes.
- Coordinate with division staff and administration regarding facility maintenance and repair.

23.4 Length of Contract Year

Division chairs shall work an extended work year as defined in Article 17 and Exhibit D-1. Salary for additional days shall be paid as specified in Article 11.2.

23.5 Compensatory Time Off for Duty Required During Non-Contractual Periods

Division Chairpersons, or a designee mutually agreed upon between the Division Chair and the District in advance, shall be on duty on campus during Monday through Thursday evenings of the first week of fall and spring semesters. They shall also be on duty the first two days of early spring and of summer sessions. During these periods, they will monitor class enrollments and perform other duties as specified in Article 23.

For the above duty, chairpersons shall receive compensatory time off as follows:

Fall semester:	4 evenings (half days)	=	2 days
Spring semester:	4 evenings (half days)		2 days
Early Spring:			2 days
Summer:			2 days
	Subtotal	=	8 days
	Less one day of week already compensated	=	-1 day
	<i>Total compensatory time</i>	=	<i>7 days</i>

These days off duty are to be scheduled at times of reduced workload.

23.6 Orientation Reassigned Time for Chair-Elect

Efforts shall be made where practicable to schedule the teaching load of the chair elect to allow attendance at Academic Affairs Advisory Group (AAAG) meetings. Where scheduling does not permit attendance, reassigned time may be approved by the Vice President of Academic Affairs when requested for attendance at AAAG meetings during the semester prior to assuming the division chair duties.

23.7 Reassigned Time

The following guidelines shall be used for determining reassigned time for division chairs:

23.7.1 Division Chairs shall receive no less than 0.5 FTEF reassigned time per semester to complete responsibilities outlined in Article 23.4.

23.7.2 Computation Basis

Computation of reassigned time for an academic year shall be based upon the Division's scheduled personnel as of Census week of the prior Spring term.

23.7.3 Special Considerations

When a division chair is required to go beyond the normal responsibilities of the chair, additional reassigned time may be authorized by the Vice President of Academic Affairs or Student Services.

23.7.4 Division Chair Unit (DCU)

Division chair reassigned time shall be based on the number of division chair units (DCU's) for the division. DCU's shall be determined by the following load index:

- Each Full-time Contractual Faculty Member = 1.0 DCU
- Each Adjunct (hourly) Faculty Member = 0.5 DCU

Instructors on sabbatical leave, leave of absence, and/or serving as Division Chair shall not be included in the reassigned time formula. Instructors from other divisions who teach courses that are cross-listed with division courses will not count toward the DCU. The determination of DCU load will be provided to the Dean of the area for final approval.

23.7.5 Reassigned Time Formula

Reassigned time shall be determined as follows:

Number of DCU's Within Division	Reassigned Time
1 – 25.99 DCUs	0.50 FTEF / 15 TLU per year
26 – 35.99 DCUs	0.60 FTEF / 18 TLU per year
36 +	0.70 FTEF / 21 TLU per year

23.8 Agreement Interpretation by Division Chairs

Division chairs shall seek guidance from the appropriate district administrator on any questions of interpretation of this Agreement in performing their duties outlined in 23.4. An act of a division chair shall not be considered precedential nor binding on the District at any level of the grievance procedure outlined in this Agreement as Article 6. *This contract provision shall not be interpreted to interfere with or prohibit division chairs from requesting representation and/or information from MPCTA, as the exclusive bargaining agent for all faculty at MPC.*

23.9 Department Chairs

The role of a Department Chair is to represent a discipline within a division and are intended to increase participation in the leadership within divisions.

23.9.1 Department Chair Selection Process

Department Chairs will be selected to serve a two year term. Full-time tenured or non-tenured instructors are qualified to serve as Department Chair. Nominations from full-time faculty within the Department shall be given to the Division Chair and Dean by the sixth week of the spring semester preceding a vacancy.

If no full-time faculty are nominated then the Division Chair will continue to support the Department and related disciplines as part of the Division Chair's existing responsibilities.

Qualified nominees, shall be submitted to the Superintendent/President for final selection and approval. The Superintendent/President shall consult with the Division Chair before making the final determination. Nominations shall be held every two years or as necessary to fill a vacancy.

23.9.2 Department Chair Duties

Department Chair Duties shall include working in cooperation with the Division Chair and Dean to:

- Facilitate communication among full-time and part-time faculty within the department.
- Coordinate the screening and hiring procedures for part-time instructors and the pool of part-time departmental instructors, working in close cooperation with the appropriate Dean, the Office of Human Resources, and the appropriate Division Chair.
- Monitor Department budget expenditures: assume responsibility for completion of appropriate budgetary tasks in a reasonable time.
- Participate in division and department meetings.
- Work with the Division Chair, Dean and department faculty to facilitate the development of the class schedule
- Coordinate department program review, annual program review updates, action

- plans, and learning outcomes assessment (PLOs and SLOs)
- Ensure that the department's curriculum is reviewed and updated as appropriate to comply with local, state, and federal guidelines, including identifying pedagogically appropriate class size, articulation requests, and assessment cycles.

23.9.3 Additional CTE Department Chair Duties

In addition to the duties outlined in 23.10.2, duties for Department Chairs for disciplines or groups of disciplines that are designated with CTE TOP Codes shall also include working in collaboration with the Division Chair and Dean to:

- Gather, analyze, and report data related to industry needs for the disciplines they represent.
- Plan and host industry advisory meetings (including community members, education partners, and industry representatives) at least once each semester to solicit input and advise the program.
- Identify and refer students to internships, externships, and job opportunities.
- Participate in CTE Committee meetings.

23.9.4 Department Chair Compensation

Department Chairs shall be compensated for additional duties by an annual stipend (prorated for partial year).

23.9.4.1 Annual Stipends for Department Chairs

Annual stipends for department chairs will be determined by the number of sections scheduled for disciplines within the department during the second week of the Fall semester:

- 0 sections: no stipend
- 1-9 sections: \$250 annual stipend
- 10-19 sections: \$500 annual stipend
- 20-49 sections: \$750 annual stipend
- 50+ sections: \$1,000 annual stipend

If no full-time faculty member is available to serve as Department Chair then the Division Chair may continue to support the Department and related disciplines as part of the Division Chair's existing responsibilities or the District may assign an adjunct faculty to perform the duties of the Department Chair on an hourly basis as follows:

- 0 sections: no stipend
- 1-9 sections: 5 hours per year
- 10-19 sections: 10 hours per year
- 20-49 sections: 15 hours per year
- 50+ sections: 20 hours per year

Department Chairs who are receiving reassigned time (as defined in [Exhibit D-2](#)) for department coordination duties are not eligible for the Department Chair stipend. Disciplines with an Academic Director or other dedicated coordinator (e.g. NURS, PSTC, LIBR) will not have Department Chairs.

23.9.4.2 Additional Annual Stipend for CTE Department Chairs

Department Chairs for disciplines or groups of disciplines that are designated with CTE TOP Codes will receive an additional stipend of \$500 per academic year to perform the additional duties outlined in section 23.10.3.

Article 24 - Statutory Changes

24.1 **Mandatory**

Statutory and administrative regulation changes that are mandatory and in direct conflict with provisions of this Agreement shall supersede such provisions. The district shall provide reasonable written notice to the Association prior to the implementation of any such changes.

24.2 **Permissive**

Statutory and administration regulation changes that are permissive and affect the provisions of this Agreement shall be subject to negotiations for a successor agreement. Notice of all such changes will be provided in writing to the President of MPCTA at least 30 business days prior to the implementation of said changes, except in extraordinary circumstances when advanced notice should be given as soon as reasonably possible.

Article 25 - Savings (Effect of Court Decision on Contract)

If any provision of this Agreement or application hereof to any employee is held by a final judgment of a court of competent jurisdiction to be contrary to law, including any future enactment of the Federal or State Legislature, then such provision or application shall be deemed invalid, to the extent required by court decision, but all other provisions or applications shall continue in full force and effect.

Article 26 - District Rights and Responsibilities

26.1 Rights and Responsibilities of the Governing Board

It is understood and agreed that the Governing Board, on its own behalf and on behalf of the electors of the District, hereby retains and reserves unto itself, all of its powers, rights, authority, duties, and responsibilities conferred upon and vested in it by the laws and Constitution of the State of California and of the United States, including, but without limiting the generality of the foregoing, the rights:

- To direct and determine the executive management organization and administrative control of the District and its properties and facilities;
- To direct the work of its employees, determine the time and hours of operations, and determine the kinds and levels of services to be provided and the methods and means of providing those services;
- To hire all employees, and, subject to the provisions of law, to determine their qualifications and the conditions for their continued employment, discipline, dismissal or demotion; and to promote, assign, and transfer all such employees;
- To establish educational policies, goals and objectives; to insure the rights and educational opportunities of students; to determine staffing patterns; to determine the number and kinds of personnel required in order to maintain the efficiency of District operations; and
- To build, move or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; and take action on any matter in the event of an emergency.

26.2 Limitations

The exercise of the foregoing powers, rights, authority, duties, and responsibilities by the Board, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this Agreement and then only to the extent such specific and express terms hereof are in conformance with law.

26.3 Contractual Obligation

The exercise of the foregoing rights of the Board shall not be subject to review or determination through the provisions of the grievance procedure, Article 6, of this Agreement. The express provisions of this Agreement constitute the only contractual obligations between the parties.

26.4 Emergencies

In cases of emergency declared by the Government, Board or Superintendent/President, the District retains the right to amend, modify, suspend or rescind policies and practices referred to in this Agreement. The District shall determine the length of the emergency and when to rescind its actions relative to the emergency. For purposes of this Agreement, emergency shall include disasters resulting from storms, earthquakes, fire or other calamitous events which affect the health, safety, convenience and welfare of the public or college, or its employees and students.

Article 27 - Faculty Service Areas and Competency Standards

This Article does not apply to situations where personnel are reassigned to unit positions and there is no reduction in force.

Purpose of Faculty Service Areas

The function of Faculty Service Areas (FSAs) is to provide a rational and workable framework within which seniority and “bumping” rights can be exercised by faculty when a reduction-in-force (RIF), or layoff, is being affected.

27.1 Current Probationary and Tenured Faculty

Current probationary and tenured faculty shall be placed in one or more FSAs using the criteria listed below in 27.2 and 27.3. Placement with permanent seniority and “bumping” rights shall be based upon the job description and actual work assignment of the position for which the faculty member was initially hired; and placement with seniority and “bumping” rights which must be established and maintained shall be based on the three criteria listed in 27.3.2. Such placement shall be monitored by the Faculty Academic Senate with the District making the final determination on placement. Placement in the FSA shall take effect with the Fall 1991 semester.

27.2 Initial Employment as Probationary Faculty

Beginning with the Fall 1991 semester, each probationary faculty member hired shall be placed in one or more faculty service areas by the District at the time of initial employment.

- Such placement shall be based upon the job description and actual work assignment of the position for which the faculty member has been hired. Unit members initially placed in an FSA based on their job description have permanent seniority and “bumping” rights in that FSA or FSAs, the competency standard notwithstanding. However, in the event a unit member receives an unsatisfactory evaluation (as defined in the evaluation procedures) in an FSA, the unit member will no longer be deemed competent in that FSA and loses their seniority and “bumping” rights in the FSA until such time as they receive a satisfactory evaluation. Upon receipt of a satisfactory evaluation, the unit member will be restored to their former status.
- The District shall present to the President of the Academic Senate and the Chief Negotiator of MPCTA a list of new hires and their FSA placements prior to the beginning of each semester.

27.3 Placement After Initial Employment

After initial employment, a faculty member may apply to the District to add faculty service areas for which the faculty member qualifies.

27.3.1 Filing Deadline

The application must be received by the District on or before February 15 in order to be considered in any proceeding involving a RIF, or layoff, during the academic year in which the application is received.

27.3.2 Basic Criteria

To establish seniority rights within an FSA in a RIF, or layoff, situation, all of the following three criteria must apply:

27.3.2.1 Minimum Qualifications

The employee must have minimum qualifications for the discipline, as specified in a) and b) below:

- a) The minimum qualifications shall not be lower than but can be higher than the state-mandated minimums.
- b) District minimum qualifications shall be determined by faculty in the discipline based on the most recent job announcement for the discipline. In cases where an announcement is unavailable or is more than three years old, the faculty in the disciplines in conjunction with the Equal Employment Opportunity Officer will recommend minimum District qualifications to the District which will determine whether the employee meets the minimum qualifications. The Senate shall be given the opportunity in closed session to present its view in writing and orally. The District will rely primarily on the advice and judgment of the Academic Senate to assure that the employee meets the minimum qualifications.

27.3.2.2 Faculty Service Area

The discipline must fall within a defined faculty service area: a “service or instructional subject area or group of related services or instructional subject areas performed by faculty.”

FSAs at Monterey Peninsula College have been defined through cooperative efforts of the Association, the Faculty Academic Senate, and the District, and are established by this Agreement, to which they are appended as Exhibit I.

The function of FSAs, as indicated above, is to provide a rational and workable framework within which seniority and “bumping” rights can be exercised by faculty when a reduction-in-force, or layoff, is being affected.

The Education Code provides that no permanent or probationary faculty member can be laid-off while any employee with less seniority is retained to render service in a faculty service area that the senior employee is both qualified and competent to perform.

27.3.2.3 Competency

The senior employee must demonstrate that they are competent to teach or provide service in that faculty service area.

District-initiated placement in an FSA at the time of initial hire based on the unit member’s job description shall constitute competency in the FSA, and such competency shall be deemed permanent, unless the unit member receives an unsatisfactory evaluation in that FSA.

The standard for competency at Monterey Peninsula College for employee-initiated placement in an FSA after initial hire is to have taught or provided service in the FSA for two semesters within the past three years and to have received at least one satisfactory evaluation for such teaching or service.

To retain competency in an employee-initiated FSA, the unit member will have to teach or provide the service in the FSA for two semesters within the most recent three-year period, and to have received at least one satisfactory evaluation of such teaching or service.

The competency standard of “to have satisfactorily taught or provided service ... in the FSA” shall be determined through the evaluation procedure detailed in Section 14.3.4 of this Agreement.

27.4 FSA Applicant's Responsibility

It is the FSA applicant's responsibility to:

- 1) request the necessary evaluation, and,
- 2) for those applicants who will have taught twice in the FSA in the past three years and who will have received at least one satisfactory evaluation in the FSA by the end of the Spring semester, to file an application with the District on or before February 15 to insure that he or she has met the criteria for placement within an FSA.

27.5 District's Responsibility

The District is responsible for:

- 1) responding to the request for evaluations by including the teacher in the evaluation process as delineated in Article 14 of this agreement;
- 2) responding to applications for placement in a new FSA in a timely manner, here defined as ten (10) days.

27.6 Administrator Placement Within FSAs

27.6.1 Administrators with Faculty Tenure

In cases where an administrator with faculty tenure who was hired before July 1, 1990, is reassigned to teaching or providing service within the unit, they will be placed in an FSA where they meet the minimum qualifications without meeting the competency standard outlined in section 27.3.2.3. In such situations, every reasonable effort will be made to avoid reassignments which would result in an RIF, or layoff.

An administrator who earned tenure in the District before July 1, 1990, and who is teaching or providing service within the unit as part of his assignment, may be assigned an FSA if they meet the three conditions listed above, requests and receives the required evaluation, and applies for placement in the FSA on or before the February 15 deadline. To retain rights to the FSA, the administrator with faculty tenure will have to meet the competency standard outlined above for unit members.

27.6.2 Untenured Administrators

Administrators hired after June 30, 1990, should they be reassigned to the classroom, shall be assigned FSAs in accordance with the Education Code and the Policy and Procedures on Administrator Reassignment as faculty Member.

27.7 Right to Grieve

Any dispute arising from an allegation that a faculty member has been improperly denied a faculty service area shall be classified and procedurally addressed as a grievance.

27.8 FSA Update

The District and MPCTA agree to update the list of faculty service areas (FSAs) and will take appropriate action to do so. A subcommittee will be appointed to update the list of faculty service areas. The subcommittee will consist of two representatives appointed by MPCTA and two representatives appointed by the Superintendent/President. The subcommittee will develop a recommendation regarding the faculty services areas that will be brought back to the table for negotiation.

Article 28 - Faculty Professional Duties

28.1 Faculty Role

Faculty have a unique and significant role at Monterey Peninsula College including participation in the participatory governance system. As part of their role, faculty are expected to develop, maintain and update curriculum, deliver instruction, and support student learning; participate in learning assessment, program review and planning; participate in activities related to program and college-accreditation; participate in departmental and campus-wide participatory governance and integrated planning; and provide guidance to students.

28.2 General Faculty Responsibilities

All faculty shall be expected to perform the following duties:

- A. Instruct students based on the official Course Outline of Record (COR) and the official student learning outcomes for the program and the course.
- B. Assess and grade student achievement of learning outcomes and submit grades in accordance with established College timelines.
- C. Submit census rosters, positive attendance rosters, and class rosters in accordance with the established College deadlines.
- D. Communicate with students in a timely manner; provide regular and effective contact with students in online classes when assigned.
- E. Participate in the faculty evaluation process as outlined in Article 14.
- F. Participate in training as determined by the law, regulations and/or policy.
- G. Provide services to students in a manner which does not discriminate as to race, ethnicity, religion, color, national origin, disability, age, sex, gender, sexual orientation or marital status.
- H. Teaching faculty assigned to programs that train students for employment in fields which require certification or licensure shall possess and maintain certification or licensure which meets or exceeds that required for employment in the field.
- I. Comply with Governing Board policies, District procedures, accreditation requirements, Chancellor's Office Guidelines, Education Code, Title 5, as well as other procedures and deadlines established through the College's participatory governance process.

28.3 Full-time Faculty

In addition to the responsibilities outlined above, Full-time faculty shall meet the following expectations:

- A. Attend and participate in college-wide, campus/center, division, department/unit and program meetings and activities, including committees, sub-committees, task forces, and/or work groups, for those committees of which they are members.
- B. Maintain the currency of courses and programs per the current official "Program and Course Approval Handbook" (PCAH) issued by the California Community Colleges Chancellor's Office and local procedures.
- C. Hold regularly scheduled office hours on campus or, as appropriate, online for the purposes of student advisement.
- D. Participate in compiling, analyzing, and reporting data related to student learning, learning outcomes assessment, program review, student success and retention, and other instructional and non-instructional program outcomes.

Article 29 - Intellectual Property

29.1 Faculty-created Academic Work

Faculty who create academic work own the copyright for that work so long as it was produced with no more than nominal or incidental use of district resources. Academic works include textbooks, lecture notes and other course materials, literary works, artistic works, musical works, architectural works, and software. Academic works described in this paragraph shall be owned by the employee, even though such works may have been developed within the employee's scope of employment, unless the faculty member and district enter into a specific agreement for a project or initiative where the faculty member receives compensation to create an academic work specifically for the District or otherwise specified in this agreement

29.2 Intellectual Property

29.1.1 Course Outlines of Record

The official course outline of record for College curriculum is the property of the college regardless of authorship.

29.1.2 Course Syllabi

Course syllabi are the intellectual property of the faculty author.

Faculty will provide the Office of Academic Affairs with an electronic copy of the course syllabus for each course taught in a given semester for the following purposes:

- A. Providing syllabi to students for individual course articulation when the faculty member is unavailable.
- B. Providing syllabi as evidence for accreditation reports or in response to other federal, state, or local regulations or investigations.

29.1.3 Other Instructional Materials

Intellectual property associated with all other instructional materials created without extraordinary college support is the sole and exclusive property of the creator.

29.3 Professional Autonomy

Faculty members have the principal right and responsibility to determine the methods of instruction (including the determination of whether a course should be taught using distance education), the planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the District in accordance with state laws and regulations.

Article 30 - Distance Education

30.1 Definition of Distance Education

For the purpose of this agreement, a "distance education course" is any course that has been approved through college curriculum review/approval processes to have face-to-face class time replaced by distance education.

30.2 Distance Education Training

The District shall compensate faculty for the hours of any distance education training required by the College to teach online classes. Compensation for required training will be at the non-instructional rate. Faculty completing training hours during periods of time which are already compensated, such as Flex or reassigned time, will not receive additional compensation.

30.3 Distance Education Course Development

Faculty shall be granted one additional teaching load unit for the first semester a course is offered through distance education except in cases where course development time is/was already compensated (i.e. through a grant or special project).

Article 31 - Duration

This Agreement between Monterey Peninsula Community College District and Monterey Peninsula College Teachers Association (MPCTA) is effective upon ratification, unless otherwise specified and shall remain in full force and effect from October 1, 2022 through June 30, 2025.

During the term of this Agreement the District and MPCTA agree that negotiations will be closed for the years 2022-23 through 2024-2025. However, articles may be reopened with mutual agreement by all parties. This Agreement further closes any remaining obligations to collectively bargain over terms and conditions of employment for all years before the effective period.

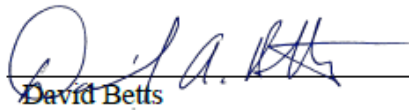
This Agreement is made and entered into this 29th day of August 2022 between the Monterey Peninsula Community College District and Monterey Peninsula College Teachers Association (MPCTA)/CTA/NEA, an employee organization

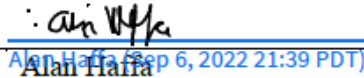
The representatives and signatories listed below hereby affirm and represent that they have authority to bind their principals to the terms of this T.A. with respect to the negotiation and finalization of a tentative agreement on the terms of a new CBA, and both bargaining teams and their individual members agree to support the ratification and approval of this T.A. by their principals and constituents. This T.A. is subject to ratification by MPCTA membership and approval by the Governing Board.

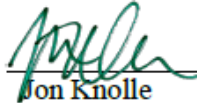
Signed by:

MONTEREY PENINSULA COMMUNITY
COLLEGE DISTRICT

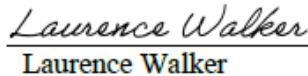
MONTEREY PENINSULA COLLEGE
TEACHERS ASSOCIATION

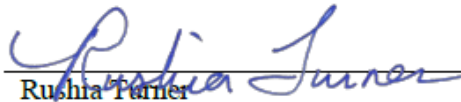

David Betts


Alan Haifa (Sep 6, 2022 21:39 PDT)

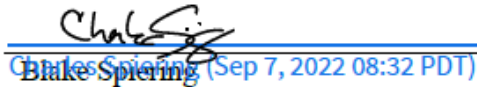

Jon Knolle

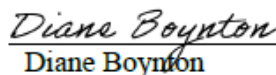

Lauren Blanchard (Sep 7, 2022 08:10 PDT)


Laurence Walker


Rushia Turner


Steve Haigler


Blake Spiering (Sep 7, 2022 08:32 PDT)


Diane Boynton

EXHIBITS

SCHEDULE A SALARY SCHEDULE

FACULTY QUALIFIED BY STATE MINIMUM STANDARDS

I	II	III	IV	V
Academic Disciplines Requiring a Master's Degree		Master's Degree	BA + 60 Semester Units, including MA	BA + 90 Semester Units, including MA
Occupational Disciplines Requiring a Master's Degree		Master's Degree	Master's Degree + 2 Years Occupational Experience OR Bachelor's Degree + 60 Semester Units, including MA	Master's Degree + 4 Years Occupational Experience OR Bachelor's Degree + 90 Semester Units, including MA
Disciplines NOT Requiring a Master's Degree	Bachelor's Degree + 2 Years Occupational Experience OR Associate's Degree + 6 Years Occupational Experience OR Limited Service Credential, based on Associate's or High School Degree	Bachelor's Degree + 2 Years Occupational Experience + 6 Semester Units in Education OR Master's Degree OR Associate's Degree + 6 Years Occupational Experience + 12 Semester Units in Education	Bachelor's Degree + 2 Years Occupational Experience + 30 Semester Units including 6 Semester Units in Education OR Bachelor's Degree + 4 Years Occupational Experience + 6 Semester Units in Education OR Master's Degree + 2 Years Occupational Experience OR Associate's Degree + 6 Years Occupational Experience + 30 Semester Units including 12 Units in Education	Bachelor's Degree + 2 Years Occupational Experience + 60 Semester Units including 6 Units in Education OR Bachelor's Degree + 4 Years Occupational Experience + 30 Semester Units including 6 Units in Education OR Bachelor's Degree + 6 Years Occupational Experience + 6 Units in Education OR Master's Degree + 4 Years Occupational Experience OR Associate's Degree + 6 Years Occupational Experience + 60 Semester Units including 12 Units in Education

Exhibit A-2 - Salary Schedule B

SCHEDULE B SALARY SCHEDULE

FACULTY QUALIFIED BY STATE MINIMUM STANDARDS

I	II	III	IV	V	VI
Academic Disciplines Requiring a Master's Degree		Master's Degree	BA + 60 Semester Units, including MA	BA + 90 Semester Units, including MA	Earned Doctorate from an accredited institution
Occupational Disciplines Requiring a Master's Degree		Master's Degree	Master's Degree + 2 Years Occupational Experience OR Bachelor's Degree + 60 Semester Units, including MA	Master's Degree + 4 Years Occupational Experience OR Bachelor's Degree + 90 Semester Units, including MA	Earned Doctorate from an accredited institution
Disciplines NOT Requiring a Master's Degree	Bachelor's Degree + 2 Years Occupational Experience OR Associate's Degree + 6 Years Occupational Experience OR Limited Service Credential, based on Associate's or High School Degree	Bachelor's Degree + 2 Years Occupational Experience + 6 Semester Units in Education OR Master's Degree OR Associate's Degree + 6 Years Occupational Experience + 12 Semester Units in Education	Bachelor's Degree + 2 Years Occupational Experience + 30 Semester Units including 6 Semester Units in Education OR Bachelor's Degree + 4 Years Occupational Experience + 6 Semester Units in Education OR Master's Degree + 2 Years Occupational Experience OR Associate's Degree + 6 Years Occupational Experience + 30 Semester Units including 12 Units in Education	Bachelor's Degree + 2 Years Occupational Experience + 60 Semester Units including 6 Units in Education OR Bachelor's Degree + 4 Years Occupational Experience + 30 Semester Units including 6 Units in Education OR Bachelor's Degree + 6 Years Occupational Experience + 6 Semester Units in Education OR Master's Degree + 4 Years Occupational Experience OR Associate's Degree + 6 Years Occupational Experience + 60 Semester Units including 12 Units in Education	

Exhibit A-3 - Criteria for Column Placement for Faculty Holding CCC Credential

CRITERIA FOR COLUMN PLACEMENT FOR FACULTY HOLDING A CALIFORNIA COMMUNITY COLLEGE CREDENTIAL

RESTRICTED CREDENTIALS*		CLEAR CREDENTIALS			(SCHEDULES B & C ONLY)
I	II	III	IV	V	VI
Provisional Limited Service Credential w/o BA Special Limited Service	BA & partially fulfilled Instructor Credential** <u>or</u> Limited Service Credential w/BA	BA + 30 semester units <u>or</u> MA and Instructor Credential	MA Included in BA + 60 semester units and Instructor Credential	MA Included in BA + 90 semester units and Instructor Credential	Earned Doctorate from an accredited institution
	BA + 2 yrs. occupational experience & partially fulfilled Instructor Credential <u>or</u> Limited Service Credential**	BA + 2 yrs. occupational experience & Instructor Credential	BA + 2 yrs. occupational experience*** + 30 semester units & Instructor Credential <u>or</u> MA + 2 yrs. Occupational experience*** & Instructor Credential	BA + 2 yrs. occupational experience*** + 60 semester units & Instructor Credential <u>or</u> MA + 4 yrs. Occupational experience*** & Instructor Credential	
AA + 4 yrs. occupational experience & partially fulfilled Instructor Credential**	AA + 4 yrs. occupational experience & Instructor Credential**	AA + 4 yrs. occupational experience + 30 semester units & Instructor Credential**	AA + 4 yrs. occupational experience + 60 semester units & Instructor Credential**	BA + 4 yrs. occupational experience*** + 30 semester units & Instructor Credential	
High School + 6 yrs. occupational experience & partially fulfilled Instructor Credential	High School + 6 yrs. occupational experience + 30 semester units & Instructor Credential	High School + 6 yrs. occupational experience + 60 semester units & Instructor Credential	High School + 6 yrs. occupational experience + 90 semester units & Instructor Credential	High School + 6 yrs. occupational experience + BA & Instructor Credential	

* Restricted Credentials are those with limitations as to renewability, amount of load allowable and/or duration of credential.

** Units of professional work required for any California Community College Credential shall, for placement purposes, be counted as applicable to that credential and shall not also be used for subsequent column advancement as semester units required for that column.

*** Following initial proper column placement, advancement to higher columns is determined by completion of accredited college-level credit courses, by earning higher degrees in an accredited institution, or for full-time employees in a related occupational field of employment (approved in advance and earned after the award of the BA degree) by occupational experience. For non-contract hourly employees on Schedule B and C, occupational experience shall apply to initial placement only + Placement of holders of Eminence Credentials shall correspond to the requirements of the columns.

Exhibit A-4 - Contract Faculty Schedule A

Monterey Peninsula Community College District

SCHEDULE A – CONTRACT FACULTY

2023-2024

Effective July 1, 2023

Step	Column I	Column II	Column III	Column IV	Column V	Step
1	\$ 61,600	\$ 66,682	\$ 71,759	\$ 76,842	\$ 81,929	1
2	\$ 64,670	\$ 69,751	\$ 74,830	\$ 79,919	\$ 84,998	2
3	\$ 67,757	\$ 72,832	\$ 77,916	\$ 82,998	\$ 88,085	3
4	\$ 70,831	\$ 75,914	\$ 80,995	\$ 86,074	\$ 91,159	4
5	\$ 73,907	\$ 78,993	\$ 84,068	\$ 89,150	\$ 94,239	5
6		\$ 82,069	\$ 87,154	\$ 92,244	\$ 97,309	6
7		\$ 85,166	\$ 90,232	\$ 95,318	\$ 100,405	7
8		\$ 88,232	\$ 93,317	\$ 98,392	\$ 103,482	8
9		\$ 91,690	\$ 96,406	\$ 101,480	\$ 106,567	9
10		\$ 95,287	\$ 99,460	\$ 104,552	\$ 109,644	10
11			\$ 102,537	\$ 107,640	\$ 112,547	11
12			\$ 106,189	\$ 110,711	\$ 115,802	12
13			\$ 109,972	\$ 113,791	\$ 118,874	13
14				\$ 116,869	\$ 121,954	14
15				\$ 120,579	\$ 125,043	15
16					\$ 128,122	16
17					\$ 131,192	17

board approved 6/28/2023; 7.22% increase

Notes:

1. Unless approved by the Superintendent/President, and ratified by the Governing Board, the maximum salary at which a new person may be hired is Step 6 in the appropriate column of the schedule.
2. An annual bonus of \$3,290 will be awarded for an earned doctorate from an accredited institution.
3. An annual bonus of \$2,332 will be awarded for multiple master's degrees. Unit members receiving a stipend for an earned doctorate will not be eligible for a multiple master's degrees stipend.
4. Directors with extra responsibility pay will earn an annual stipend of \$2,062.
5. Per section 16.2.4.3 of the MPCCD/MPCTA agreement, a unit member who has reached the top of any truncated column shall not receive step credit on the next higher column for the years during which they were frozen at their step on the lower column.

Exhibit A-5 - Salary Schedule B

SCHEDULE B

2023-2024 - Effective July 1, 2023

Hourly/Overload Faculty Salary Schedule

Step	Column I	Column II	Column III	Column IV	Column V	Column VI
1	\$ 56.69	\$ 61.90	\$ 67.08	\$ 72.26	\$ 77.47	\$ 81.89
2	\$ 59.81	\$ 64.99	\$ 70.13	\$ 75.35	\$ 80.55	\$ 85.07
3	\$ 63.04	\$ 68.21	\$ 73.37	\$ 78.52	\$ 83.69	\$ 88.22
4	\$ 66.12	\$ 71.30	\$ 76.46	\$ 81.70	\$ 86.88	\$ 91.31
5	\$ 69.16	\$ 74.42	\$ 79.64	\$ 84.80	\$ 89.93	\$ 94.51
6	\$ 72.35	\$ 77.66	\$ 82.87	\$ 88.04	\$ 93.21	\$ 97.57
7	\$ 75.53	\$ 80.73	\$ 85.91	\$ 91.14	\$ 96.33	\$ 100.87
8			\$ 89.06	\$ 94.27	\$ 99.51	\$ 103.99
9			\$ 92.27	\$ 97.48	\$ 102.59	\$ 107.16
10			\$ 95.39	\$ 100.63	\$ 105.68	\$ 110.25
11			\$ 98.57	\$ 103.76	\$ 108.74	\$ 113.39

board approved 6/28/2023; 7.22% increase

Exhibit A-6 - Non-contract, Hourly Coaching Pay Schedule

Monterey Peninsula Community College District
Non-Contract, Hourly Coaching Pay Schedule

Effective July 1, 2023

Stipend	Head Coach
First Year	\$ 4,455
Second Year	\$ 4,889
Third Year	\$ 5,335
Fourth Year	\$ 5,794
Fifth Year	\$ 6,247
Sixth Year	\$ 6,807

board approved 6/28/2023; 7.22% increase

Non-contract, Hourly Head Coach Compensation

- All non-contract head coaches will receive the following compensation:
 - A stipend based on the table above.
 - Compensation for instructional hours assigned for intercollegiate athletics course (i.e. 170 hours) at the appropriate step/column of the hourly salary schedule (B), plus other duties associated with coaching a team sport.

Non-contract Assistant Coach Compensation

- All non-contract assistant coaches will receive a flat stipend of \$5,000

Head coaches with previous experience as assistant coaches will receive placement on the head coach schedule that provides the same salary rate as previous placement on the assistant coach's schedule.

Exhibit C-1 - 2023-2024 District Calendar

16 Week (TWO 5-week Summer Sessions): Monterey Peninsula Community College District Calendar 2023-2024

Wk. #	Month	S	M	T	W	Th	F	S	Teaching Days Per Month
FALL SEMESTER – August 21, 2023 through December 16, 2023									
	AUGUST								
		6	7	8	9	10	11	12	Scheduled Flex Days - August 16-18
		13	14	15	(16)	(17)	(18)	19	Fall semester begins - August 21
1		20	21	22	23	24	25	26	First 8-week Fall Session begins - August 21
2		27	28	29	30	31			
2	SEPTEMBER						1	2	Full term course CENSUS Day - September 5
3		3	4	5	6	7	8	9	Labor Day Observance - September 4
4		10	11	12	13	14	15	16	
5		17	18	19	20	21	*22	23	Native American Day Observance - September 22
6		24	25	26	27	28	29	30	
	OCTOBER								
7		1	2	3	4	5	6	7	
8		8	9	10	11	12	13	14	First 8-week Fall Session ends - October 14
9/1		15	16	17	18	19	20	21	Second 8-week Fall Session begins - October 16
10/2		22	23	24	25	26	27	28	
11/3	NOVEMBER	29	30	31	1	2	3	4	
12/4		5	6	7	8	9	*10	11	Veterans Day Observance - November 10
13/5		12	13	14	15	16	17	18	
		19	20	21	22	*23	*24	*25	Fall Break Nov 20-22; Thanksgiving Holiday - November 23-25
14/6		26	27	28	29	30			
15/7	DECEMBER						1	2	
15/7		3	4	5	6	7	8	9	Final Exams - December 11-16; Fall Semester Ends - Dec 16; Second 8-week Fall Session ends - December 16
16/8		10	11	12	13	14	15	16	
		17	(18)	19	20	21	*22	23	
		24	*25	*26	*27	*28	*29	30	
				11	11	11	11	11	TOTAL
									88
EARLY SPRING SESSION – January 2, 2024 through January 20, 2024									
	JANUARY								
		31	*1	2	3	4	5	6	New Year's Day Observance - January 1
		7	8	9	10	11	12	13	Early Spring Session begins - January 2, ends - January 20
		14	*15	16	(17)	(18)	(19)	20	Spring Semester Scheduled Flex - Jan. 17, 18, 19
									Martin Luther King, Jr. Day Observed - January 15
SPRING SEMESTER – January 22, 2024 through May 18, 2024									
1		21	22	23	24	25	26	27	Spring Semester begins - January 22
2	JANUARY	28	29	30	31				First 8-week Spring Session begins - January 22
2	FEBRUARY					1	2	3	
3		4	5	6	7	8	9	10	CENSUS Day - February 5
4		11	12	13	14	15	*16	17	Lincoln Day Observance - February 16
5		18	*19	20	21	22	23	24	Washington Day Observance - February 19
6		25	26	27	28	29			
6	MARCH						1	2	
7		3	4	5	6	7	8	9	
8		10	11	12	13	14	15	16	First 8-week Spring Session Ends - March 16
		17	18	19	20	21	22	23	Spring Recess - March 18 - March 23
9/1		24	25	26	27	28	*29	30	Cesar Chavez Day Observance - March 29
10/2		31							Second 8-week Spring Session begins - March 25
10/2	APRIL		1	2	3	4	5	6	
11/3		7	8	9	10	11	12	13	
12/4		14	15	16	17	18	19	20	
13/5		21	22	23	24	25	26	27	
14/6		28	29	30					
14/6	MAY				1	2	3	4	
15/7		5	6	7	8	9	10	11	Commencement - Friday Evening, May 17
16/8		12	13	14	15	16	17	18	Final Exams - May 13-17; Semester ends - May 18
		19	(20)	21	22	23	24	25	TOTAL
				15	16	16	16	14	82
SUMMER SESSIONS – June 3, 2024 through July 6, 2024 (5 week); July 8, 2024 through August 10, 2024 (5 week)									
	MAY	26	*27	28	29	30	31		Scheduled Flex Day - May 20
	JUNE							1	Memorial Day Observance - May 27
1		2	3	4	5	6	7	8	Summer Session #1 begins - June 3
2		9	10	11	12	13	14	15	
3		16	17	18	*19	20	21	22	Juneteenth Day Holiday - June 19
4		23	24	25	26	27	28	29	First Five-Week Summer Session ends - July 5
5		30							
5	JULY		1	2	3	*4	5	6	Independence Day Observance - July 4
1		7	8	9	10	11	12	13	Summer Session #2 begins - July 8
2		14	15	16	17	18	19	20	
3		21	22	23	24	25	26	27	
4	AUGUST	28	29	30	31	1	2	3	
5		4	5	6	7	8	9	10	Second Five-Week Summer Session ends - August 10
		11	12	13	14	15	16	17	Fall Flex Week dates TBD
		18	19	20	21	22	23	24	Fall Semester Begins on ~ 8/16 or 8/19

* Holidays for Classified Staff and Administrators
 Non-Teaching Days within Session
 () Scheduled Flex Days for Faculty

Board Approved on: 5-25-2022

This calendar has 185 teaching days. Faculty are required to be on duty a total of 175.5 days – including 10 Flex Days (8 scheduled institutional flex days and 2 individually scheduled flex days) and 0.5 day for commencement.

FALL SEMESTER – August 21, 2023 through December 16, 2023

August 16-18	Scheduled Flex Days for Faculty
August 21	Semester Begins
September 4	Labor Day
September 5	Census Day
September 22	Native American Day Observance
November 10	Veterans Day Observance
November 20-22	Fall Break
November 23-25	Thanksgiving Holiday
December 11-16	Final Exams
December 16	Semester Ends
December 18	Scheduled Flex Day for Faculty
December 22	Christmas Eve Day Observance
December 25	Christmas Day Observance
December 26	In lieu of Cesar Chavez Day
December 27	Admissions Day Alternate Holiday for Classified
December 28	Periodic Holiday
December 29	New Year's Eve Day
January 1	New Year's Day Observance

EARLY SPRING – January 2, 2024 through January 20, 2024

January 2	Session Begins
January 20	Session Ends
January 17-19	Scheduled Flex Days for Faculty; Note: Overlap with Early Spring

SPRING SEMESTER – January 22, 2024 through May 18, 2024

January 15	Martin Luther King, Jr. Day
January 17-19	Scheduled Flex Days for Faculty; Note: Overlap with Early Spring
January 22	Semester Begins
February 5	Census Day
February 16	Lincoln's Day Observance
February 19	Washington's Day Observance
March 18-23	Spring Recess
March 29	Cesar Chavez Day Observance
May 13-17	Final Exams
May 18	Semester Ends
May 17	Commencement (evening)
May 20	Scheduled Flex Day for Faculty
May 27	Memorial Day Observance

SUMMER SESSION – June 3, 2024 through July 5, 2024 (Five-Week Session); July 8, 2024 through August 10, 2024 (Five-Week Session)

June 3	Summer Session Begins; Start of First Five-Week Session
June 19	Juneteenth Day Observance
July 4	Independence Day Observance
July 5	End of First Five-Week Session
July 8	Start of Second Five-Week Session
August 10	End of Summer Session; End of Second Five-Week Session

This calendar has 185 teaching days. Faculty are required to be on duty a total of 175.5 days -- including 10 Flex Days (8 scheduled institutional flex days and 2 individually scheduled flex days) and 0.5 day for commencement.

Exhibit C-2 - 2024-2025 District Calendar

2024-2025 Monterey Peninsula Community College District Academic Calendar

Wk. #	Month	S	M	T	W	Th	F	S	Teaching Days Per Month
FALL SEMESTER – August 19, 2024 through December 14, 2024									
	AUGUST					1	2	3	
		4	5	6	7	8	9	10	Scheduled Flex Days - August 14-16
		11	12	13	(14)	(15)	(16)	17	Fall semester begins - August 19
1		18	19	20	21	22	23	24	First 8-week Fall Session begins - August 19
2		25	26	27	28	29	30	31	
3	SEPTEMBER	1	*2	3	4	5	6	7	Full term course CENSUS Day - September 3
4		8	9	10	11	12	13	14	Labor Day Observance - September 2
5		15	16	17	18	19	20	21	
6		22	23	24	25	26	*27	28	Native American Day Observance - September 27
7		29	30						
7	OCTOBER			1	2	3	4	5	
8		6	7	8	9	10	11	12	First 8-week Fall Session ends - October 12
9 ¹		13	14	15	16	17	18	19	Second 8-week Fall Session begins - October 14
10 ²		20	21	22	23	24	25	26	
11 ³		27	28	29	30	31			
11 ³	NOVEMBER						1	2	
12 ⁴		3	4	5	6	7	8	9	
13 ⁵		10	*11	12	13	14	15	16	Veterans Day Observance - November 11
14 ⁶		17	18	19	20	21	22	23	Fall Break - November 25-27
		24	25	26	27	*28	*29	30	Thanksgiving Holiday- November 28-29
15 ⁷	DECEMBER	1	2	3	4	5	6	7	
16 ⁸		8	9	10	11	12	13	14	Final Exams - December 9-14; Fall Semester Ends - Dec 14; Second 8-week Fall Session ends - December 14
		15	(16)	17	18	19	20	21	
		22	23	*24	*25	*26	*27	28	
		29	*30	*31					
			14	16	18	16	15	14	TOTAL
									93
EARLY SPRING SESSION – January 6, 2025 through January 25, 2025									
	JANUARY				*1	2	3	4	New Year's Day Observance - January 1
		5	6	7	8	9	10	11	Early Spring Session begins - January 6, ends - January 25
		12	13	14	15	16	17	18	Spring Semester Scheduled Flex - Jan. 22-24
		19	*20	21	(22)	(23)	(24)	25	Martin Luther King, Jr. Day Observed - January 20
SPRING SEMESTER – January 27, 2025 through May 24, 2025									
1	JANUARY	26	27	28	29	30	31		Spring Semester begins - January 27
1	FEBRUARY							1	First 8-week Spring Session begins - January 27
2		2	3	4	5	6	7	8	CENSUS Day - February 10
3		9	10	11	12	13	*14	15	Lincoln Day Observance - February 14
4		16	*17	18	19	20	21	22	Washington Day Observance - February 17
5		23	24	25	26	27	28		
5	MARCH							1	
6		2	3	4	5	6	7	8	
7		9	10	11	12	13	14	15	
8		16	17	18	19	20	21	22	First 8-week Spring Session Ends - March 22
		23	24	25	26	27	28	29	Spring Recess - March 24 - March 29
9 ¹		30	*31						Cesar Chavez Day Observance - March 31
9 ¹	APRIL			1	2	3	4	5	Second 8-week Spring Session begins - April 1
10 ²		6	7	8	9	10	11	12	
11 ³		13	14	15	16	17	18	19	
12 ⁴		20	21	22	23	24	25	26	
13 ⁵		27	28	29	30				
13 ⁵	MAY					1	2	3	
14 ⁶		4	5	6	7	8	9	10	Commencement - Friday Evening, May 23
15 ⁷		11	12	13	14	15	16	17	Final Exams - May 19-24; Semester ends - May 24
16 ⁸		18	19	20	21	22	23	24	TOTAL
									92
SUMMER SESSIONS – June 2, 2025 through July 5, 2025 (5 week); July 7, 2025 through August 9, 2025 (5 week)									
	MAY	25	*26	(27)	28	29	30	31	Scheduled Flex Day - May 27
	JUNE								Memorial Day Observance - May 26
1		1	2	3	4	5	6	7	Summer Session #1 begins - June 2
2		8	9	10	11	12	13	14	
3		15	16	17	18	*19	20	21	Juneteenth Day Observance- June 19
4		22	23	24	25	26	27	28	First Five-Week Summer Session ends - July 5
5		29	30						
5	JULY			1	2	3	*4	5	Independence Day Observance - July 4
1		6	7	8	9	10	11	12	Summer Session #2 begins - July 7
2		13	14	15	16	17	18	19	
3		20	21	22	23	24	25	26	
4	AUGUST	27	28	29	30	31			
4							1	2	Second Five-Week Summer Session ends - August 9
5		3	4	5	6	7	8	9	Fall Flex Week dates TBD
		10	11	12	13	14	15	16	Fall Semester Begins on --- 8/15 or 8/18

* Holidays for Classified Staff and Administrators
 Non-Teaching Days within Session
 () Scheduled Flex Days for Faculty

Board Approved on: May 24, 2023

This calendar has 185 teaching days. Faculty are required to be on duty a total of 175.5 days -- including 10 Flex Days (8 scheduled institutional flex days and 2 individually scheduled flex days) and 0.5 day for commencement.

FALL SEMESTER – August 19, 2024 through December 14, 2024

August	
14, 15, 16	Scheduled Flex Days for Faculty
August 19	Semester Begins
September 2	Labor Day
September 3	Census Day
September 27	Native American Day Observance
November 11	Veterans Day Observance
November	
25, 26, 27	Fall Break
November	
28, 29	Thanksgiving Holiday
December 9-14	Final Exams
December 14	Semester Ends
December 16	Scheduled Flex Day for Faculty
December 24	Christmas Eve Day Observance
December 25	Christmas Day Observance
December 26	Admissions Day Alternate Holiday for Classified
December 27	Periodic Holiday
December 30	Paid Holiday for Classified Staff and Administrators
December 31	New Year's Eve Day (1/2 day) / Spring Holiday (1/2 day)
January 1	New Year's Day Observance

EARLY SPRING – January 6, 2025 through January 25, 2025

January 6	Session Begins
January 20	Martin Luther King, Jr. Day
January 25	Session Ends
January	
22, 23, 24	Scheduled Flex Days for Faculty; Note: Overlap with Early Spring

SPRING SEMESTER – January 27, 2025 through May 24, 2025

January	
22, 23, 24	Scheduled Flex Days for Faculty; Note: Overlap with Early Spring
January 27	Semester Begins
February 10	Census Day
February 14	Lincoln's Day Observance
February 17	Washington's Day Observance
March 24-29	Spring Recess
March 31	Cesar Chavez Day Observance
May 19 - 24	Final Exams
May 24	Semester Ends
May 23	Commencement (evening)
May 26	Memorial Day Observance
May 27	Scheduled Flex Day for Faculty

SUMMER SESSION – June 2, 2025 through July 5, 2025 (Five-Week Session); July 7, 2025 through August 9, 2025 (Five-Week Session)

June 2	Summer Session Begins; Start of First Five-Week Session
June 19	Juneteenth Day Observance
July 4	Independence Day Observance
July 5	End of First Five-Week Session
July 7	Start of Second Five-Week Session
August 9	End of Summer Session; End of Second Five-Week Session

This calendar has 186 teaching days. Faculty are required to be on duty a total of 175.5 days -- including 10 Flex Days (8 scheduled institutional flex days and 2 individually scheduled flex days) and 0.5 day for commencement.

Exhibit D-1 - Salary Schedule for Extended Work Year

SALARY SCHEDULE FOR EXTENDED WORK YEAR*

Unit members who are assigned services beyond the academic work year shall be compensated in accordance with Article 11 for the following positions:

Dental Assisting Coordinator	5 Days of Pay
Division Chairs	5 Days of Pay
Faculty Senate President	5 Days of Pay
Medical Assisting Coordinator	5 Days of Pay

EXTRA RESPONSIBILITY PAY

In accordance with Article 17, extra responsibility pay/Director's pay in the amount of \$1743 for 2006-07 shall be awarded to the following positions:

- English & Study Skills Center Director

Exhibit D-2 - Annual Reassigned Time

ANNUAL REASSIGNED TIME*

Employees assigned to perform duties associated with the following positions shall be granted the following Teaching Load Units or reassigned time per year unless otherwise indicated:

POSITION	TLU REASSIGNED PER YEAR
Association Designees as determined by the Association	8.0-12.0**/**
Athletic Director	12.0
Dental Assisting Coordinator	4.0
English Department Chairperson	12.0
Math Department Chair	12.0
Faculty Senate President	12.0**
Other (to be reassigned by Senate President with approval of Vice President of Academic Affairs or Vice President of Student Services.	6.0**
President's Advisory Group Faculty Tri-Chair	6.0
Gentrain Coordinator	3.25
Full-time Head Coach for all sports	7.5
"Grandfather" Provision for Assistant Coach Basketball (Spring)	1.5
Medical Assisting Coordinator	4.0

Adjunct Faculty Governance Assignments

\$2,240 total allocation per year, as assigned and determined solely by the Academic Senate President (or designee), stipends may be paid to adjunct faculty for service on shared governance committees. Pay is by stipend and will not exceed the total allocation indicated. Allocation determinations are not subject to the grievance process.

* Extended duty and/or annual reassigned time may be adjusted or authorized for other positions by the Vice President based upon program need. The Association shall be notified of any such adjustment.

** If an adjunct faculty member is chosen by the Academic Senate or the Association to fill a position for which a full-time faculty member would have received reassigned time, the reassigned TLUs shall be converted to work hours using the conversion factor 1 TLU = 2 work hours per week, which shall be paid to the adjunct faculty member from Schedule C2. This conversion factor is intended for the sole use of converting TLUs specifically assigned to and allocated by the Academic Senate and the Association in Exhibit D, and shall be used for no other purpose unless expressly so stated elsewhere in the contract.

*** Association reassigned TLUs per year will be reduced to 8.0 in years where contract negotiations do not take place.

Exhibit E - Professional Growth Policy for Schedules B

SCHEDULE B - PROFESSIONAL GROWTH POLICY

To progress beyond step three and every four steps thereafter, the hourly temporary instructor must complete a professional growth requirement. Except for option 6, the professional growth requirement may be satisfied by the equivalent of 48 hours or more over a four-step period in any of the following ways:

1. Sixty Clock Hour University of California Teacher Training Course. Twelve hours of this course may apply toward the next professional growth requirement. (Note: This course may not be used to meet professional growth requirements if required for clear credential.)
2. Workshops administered by the District which are designated to meet the professional growth requirement.
3. Updating materials such as tapes, syllabi, and other materials used in courses taught by the instructor, under the supervision of the appropriate division chairperson and with division chairperson verification of hourly equivalency.
4. Licensing and relicensing requirements met in professional field (e.g. accountancy, nursing, real estate, law, etc.).
5. Three semester units (or equivalent quarter units) from an accredited* institution of higher education in work related to the employee's teaching field or area of service.
6. Continuance and advancement in a field of employment directly related to the teaching assignment may be equated on an individual basis by the appropriate dean to meet the professional growth requirement.

*Accredited Institution. Any institution which is formally recognized as being accredited by one of the six regional accrediting associations of the Council on Post Secondary Accreditation (COPA).

Exhibit F - Supplemental Workload Factors

SUPPLEMENTAL WORKLOAD FACTORS

The following factors supplement Article 15 – Workload.

Discipline	Assignments	Supplemental Workload
English	ENGL 1A, 1AE, 1B, 2	4.5 TLU's (includes 1.5 TLU's for Grading*)
	ENGL 111	4.75 TLU's (includes 1.5 TLU's for Grading*)
	ENGL 301	4.75 TLU's (includes 1.5 TLU's for Grading*)
	*Class Limit for English courses receiving a grading factor is 32, with the exception of English 301 and 302 (class limit is 28).	
English as a Second Language	ENSL 11, 342, 346, 442, and 446	5.75 TLU's (includes 0.75 TLU for Grading)
Philosophy	PHIL 6	4.5 TLU's (includes 1.5 TLU for Grading)
Kinesiology	No assignment of extra TLUs.	
Athletics	All ATHL courses	7.5 TLU for the Instructor/Head Coach per sport includes the load of the course(s) that make up the Athletic assignment. No assignment of extra TLU's for excess course preparations. Article 15.5, Excess Course Preparations, does not apply.
Mathematics	MATH 1-99	1 additional TLU each
Chemistry	CHEM 12A and 12B	\$1,500 Stipend - Equipment and instrument coordination in laboratory
Gentrain	0.5 additional TLU for attending lectures by other faculty/team teaching	
Medical Assisting	MEDA 130	1 TLU plus 0.5 TLU (or 8.5 hours) per student enrolled at census (includes instruction plus supervision of student field experience)
Dental Assisting	DNTL 116	4.5 TLU (includes instruction plus supervision of student field experience)



MONTEREY PENINSULA College

A Guide for Faculty Self-Evaluation and Development of Goals: Instructional Faculty

Faculty Self-Evaluation Instructions:

The following domains are meant to stimulate thought about your work in and outside the teaching environment and represent consensus among classroom faculty at MPC regarding effective teaching and equity practices. In preparing your self-evaluation, please respond to the questions below, referring to the explanations and examples provided in subsequent pages, and including updates on any goals developed in your previous evaluation cycles. You may also provide information not included in the domain descriptions and examples listed below.

Effective teaching and equity practices should be clearly evident in your self-evaluation or in supporting materials; please provide concrete examples. Supporting materials may include, but are not limited to, course assignments, syllabi, projects, presentations, lectures, assessment data, professional development opportunities, or examples of positive student interactions. The Faculty Self-Evaluation will be included in your evaluation packet.

Faculty Self-Evaluation Questions:

Respond to all 5 questions, using the domains below for more guidance when responding.

1. **Subject Matter Mastery:** What examples can you provide that demonstrate how you stay current in your discipline and apply learning theory to course content?
2. **Preparation for Teaching:** What examples can you provide that demonstrate your understanding of the Course Outline of Record, your organization and planning, and/or your resourcefulness and innovation?
3. **Collegial Participation:** What examples can you provide that demonstrate your college knowledge and involvement?
4. **Cultural Competency:** What examples can you provide that demonstrate your actions in support of inclusion, equity, diversity, and antiracism?
5. **Update on Previous Goals (if applicable):** Please provide details of progress made toward goals identified in previous evaluation cycles.

Instructions for Development of Goals:

Using your self-evaluation and any recent feedback provided to you from your observation teams, student evaluations, or your evaluation committee members, consider using the same domains provided below to develop a set of goals for the next evaluation period. You may also provide information not included in the domain descriptions and examples listed below. The set of goals you develop will also be included in your evaluation packet.

Classroom Faculty Domains

Subject Matter Mastery

Current Subject Area Knowledge and Professional Development: Effective faculty stay current in their discipline through reading, research, continuing formal education, conferences, professional organizations, and more. Examples of behaviors demonstrated by effective faculty may include but are not limited to:

- Answering students' questions related to, but not addressed by, planned content;
- Statements or actions indicating a willingness to bring additional information to the next class;
- Referring students to ancillary material when appropriate;
- Statements or actions indicating an awareness of current developments in one's subject area;
- Attending workshops, webinars, and/or professional conferences promoting discipline or professional currency, anti-racist pedagogy, or diversity and equity practices;
- Reading pertinent professional publications;
- Meeting with department and other colleagues to discuss courses and/or discipline;
- Maintaining collegial and professional contacts outside the college;
- Participating in the activities of professional organizations;
- Making presentations at professional conferences, Flex Days, or other meetings;
- Publishing books and/or scholarly articles within or reasonably related to one's discipline;
- Engaging in original or applied research;
- For CTE faculty, participating in community outreach, regional advisory boards, or professional organizations.

Knowledge of Learning Theory: Effective faculty are aware of (through formal education or teaching experience) and apply learning theory in the delivery of course content. They may use a variety of teaching methods and classroom aids to maximize student learning. Examples of behaviors demonstrated by effective faculty may include but are not limited to:

- Sequencing content and exercises to most appropriately enhance learning;
- Informing students of instructor's expectations;
- Illustrating key learning points in several ways;
- Encouraging students to develop their potential;
- Designing and delivering content that is inclusive of gender, sexual, and racial/ethnic diversity and demonstrates culturally responsive and equity-minded pedagogical planning and strategies;
- Employing appropriate teaching methods that indicate an awareness of different learning styles;
- Incorporating several instructional techniques, if and when appropriate, to student learning and to advancing the institution's goals of inclusion, equity, diversity, and anti-racism.

Preparation for Teaching

Course Outline of Record and Integration of Content: Effective faculty have a strong understanding of the Course Outline of Record (COR), understand how their course fits within a sequence of courses, and are able to tailor course content to maximize student learning. Examples of behaviors demonstrated by effective faculty may include but are not limited to:

- Displaying an understanding of how course content fits into the overall COR;
- Modifying course content in response to changes to the COR;
- Suggesting revisions to and/or participating in revising the COR;
- Structuring and sequencing course content to allow for the application of learning to students' jobs, transfer goals, career goals, or life circumstances;
- Maintaining standards equivalent to those in other comparable courses;
- Maintaining an awareness of courses preceding and following current course to minimize unnecessary overlap of content and allow for better integration within the sequence;
- Maintaining an awareness of changes in course content at transfer institutions;
- Informally advising students on course sequences;

- Reflecting on and identifying ways to improve the effectiveness of course content in meeting the institution's goals of inclusion, diversity, equity, and anti-racism.

Organization and Planning: Effective faculty organize class activities and time prior to class meetings. A syllabus, provided to each student, details class requirements, meeting schedule, and expectations regarding student performance. Examples of behaviors demonstrated by effective faculty may include but are not limited to:

- Beginning and conducting class sessions in an organized manner;
- Developing lesson plans for each class session that effectively maximize use of class time;
- Providing a syllabus to each student at first class session;
- Seeking input from colleagues about syllabus design, course pacing, and grading structure;
- Ensuring course syllabus adheres to college recommendations (as outlined in the Faculty Handbook);
- Ordering text(s) and/or other materials in a timely manner;
- Communicating clearly the course grading criteria;
- Clearly communicating specific learning objectives that align with Student Learning Outcomes;
- Preparing effective student assessment measures that align with the Course Outline of Record's Student Learning Outcomes;
- Establishing and maintaining a system for recording student progress;
- Providing timely feedback on student work and utilizing transparent grading processes;
- Preparing supplementary materials as needed.

Resourcefulness and Innovation: Effective faculty are creative in their organization of class activities. They draw upon a wide range of sources to stimulate student interest and involvement. Examples of behaviors demonstrated by effective faculty may include but are not limited to:

- Developing classroom activities that are innovative and resourceful when appropriate;
- Developing classroom activities that allow for the application of learning to students' jobs, transfer goals, career goals, or life circumstances;
- Referring students to appropriate campus and community resources;
- Developing new course materials as needed, based on input from students and/or colleagues;
- Using appropriate and/or innovative technology and media;
- Incorporating field trips, guest speakers, career instruction, experiential learning, internship opportunities, or other innovative strategies to engage students as appropriate and/or feasible;
- Adapting, re-designing, or initiating class activities in order to provide more culturally responsive instruction and to better promote equity, diversity, inclusion and anti-racist activities and content.

Collegial Participation

College Knowledge and Involvement: Effective faculty are knowledgeable of and involved in department and division affairs, which gives them a broader perspective on curriculum and pedagogy, and allows them to develop collegial relationships. Examples of behaviors demonstrated by effective faculty may include but are not limited to the following:

Note: Part-time faculty are not required to engage in college activities beyond those stipulated in their job descriptions.

- Attending department and division meetings;
- Responding to requests from colleagues, administrators, Admissions & Records, Division Office Managers, and/or other campus partners in a timely manner;
- Participating in annual and comprehensive program review processes, as well as course design, development, and assessment;
- Using department resources conscientiously;
- Serving on the Academic Senate or other campus-wide committees;
- Serving on department committees or work groups;
- Serving as a student club advisor;
- Participating in and/or contributing to college-wide events;
- Proposing new courses;

- Taking a leadership role and/or participating in the development of long-range goals of department or program;
- Attending Board of Trustees meetings to learn of campus-wide issues and events and provide faculty perspective.

Cultural Competency

Demonstrated Actions in Support of Equity, Diversity, and Antiracism: Effective faculty work with colleagues, students, community partners, and administrators to cultivate an environment that promotes equity, embraces diversity, is respectful of students' varied experiences and circumstances, and incorporates course content that is relevant to students' varied cultures and heritages. Examples of behaviors demonstrated by effective faculty may include but are not limited to:

- Understanding concepts such as equity, antiracism, microaggression, diversity, and privilege;
- Working with area data coaches and the PRIE Office to analyze course-level or program-level data in order to highlight disproportionate impact;
- Selecting textbooks, reading materials, and/or activities that incorporate multicultural and multi-ethnic viewpoints or authors;
- Selecting textbooks and reading materials that remove cost as a barrier to student access (OER, for example);
- Creating a welcoming and student-focused syllabus, classroom environment, and Canvas course shell;
- Being attentive to students' pronouns and addressing and referring to students by the correct pronouns;
- Hosting "Student Hours" in locations where students congregate (for example, EL CENTRO or MPC learning centers);
- Developing firm but flexible course grading policies that allow students to recover from a weak start, a family emergency, or an unexpected job or schedule change;
- Learning students' names early in the semester and using their names often;
- Meeting with students individually to discuss degree, transfer, certificate, or career goals and encouraging/reaffirming those goals throughout the semester;
- Being knowledgeable of and referring students to campus and community support resources as needed;
- Providing opportunities for community building within and outside the classroom;
- Allowing for student ownership of course content (for example, selecting reading materials, making class presentations, developing collective class norms, choosing writing topics, or soliciting suggestions for course activities);
- Checking in with students who are falling behind in the course;
- Engaging in professional development, training, and/or personal scholarship that enhances equity-minded and culturally competent teaching and increases accountability for and knowledge of practices that create equity, diversity, inclusion, and anti-racist pedagogy, curriculum, and campus climate;
- Analyzing course assessment instruments for bias;
- Applying equitable grading practices (for example, blind reads, rubrics, or dropping outlier/lowest grade/s);
- Creating course activities that are experiential, hands-on, group-oriented, culturally relevant, and/or career-focused;
- Attending events sponsored by campus affinity and student groups (for example, HSI, Umoja, student clubs, or ASMPC).



**A Guide for Faculty Self-Evaluation and Development of Goals:
Coaching/Kinesiology Faculty**

Faculty Self-Evaluation Instructions:

The following domains are meant to stimulate thought about your work in and outside the coaching/teaching environment and represent consensus among coaching/Kinesiology faculty at MPC regarding effective teaching, coaching, and equity practices. In preparing your self-evaluation, please respond to the questions below, referring to the explanations and examples provided in subsequent pages, and including updates on any goals developed in your previous evaluation cycles. You may also provide information not included in the domain descriptions and examples listed below.

Effective teaching and equity practices should be clearly evident in your self-evaluation or in supporting materials; please provide concrete examples. Supporting materials may include, but are not limited to, course assignments, syllabi, projects, presentations, lectures, assessment data, professional development opportunities, coaching techniques/resources, or examples of positive student interactions. The Faculty Self-Evaluation will be included in your evaluation packet.

Faculty Self-Evaluation Questions:

Please respond to questions 1-3 and select two additional questions from 4-7, depending on your role/s within the division. Use the domains below for more guidance when responding.

1. **Collegial Participation:** What examples can you provide that demonstrate your college knowledge and involvement?
2. **Cultural Competency:** What examples can you provide that demonstrate your actions in support of inclusion, equity, diversity, and antiracism?
3. **Update on Previous Goals (if applicable):** Please provide details of progress made toward goals identified in previous evaluation cycles.
4. **Coaching Subject Mastery:** What examples can you provide that demonstrate your knowledge of intercollegiate rules and regulations, student eligibility requirements, campus resources, or college procedures? What examples can you provide that demonstrate your professional growth and ongoing preparation?
5. **Interpersonal-Personal Skills:** What examples can you provide that demonstrate effective communication and leadership skills?
6. **Development, Coordination, and Implementation of Athletics Activities:** What examples can you provide that demonstrate your participation in special events or organization and planning skills?
7. **Preparation for Classroom Teaching:** What examples can you provide that demonstrate your understanding of the Course Outline of Record, your organization and planning, and/or your resourcefulness and innovation?

Instructions for Development of Goals:

Using your self-evaluation and any recent feedback provided to you from your observation teams, student evaluations, or your evaluation committee members, consider using the same domains provided below to develop a set of goals for the next evaluation period. You may also provide information not included in the domain descriptions and examples listed below. The set of goals you develop will also be included in your evaluation packet.

Coaching Faculty Domains

Collegial Participation

College Knowledge and Involvement: Effective coaches are knowledgeable of and involved in department and division affairs, which gives them a broader perspective on departments and programs, and allows them to develop collegial relationships. Examples of behaviors demonstrated by effective coaches may include but are not limited to the following:

Note: Part-time faculty are not required to engage in college activities beyond those stipulated in their job descriptions.

- Attending department and division meetings;
- Responding to requests from colleagues, administrators, Division Office Managers, and/or other campus partners in a timely manner;
- Participating in annual and comprehensive program review processes, as well as course design, development, and assessment;
- Using department resources conscientiously;
- Serving on the Academic Senate or other campus-wide committees;
- Serving on department committees or work groups;
- Serving as a student club advisor;
- Participating in and/or contributing to college-wide events;
- Proposing new courses or initiatives;
- Taking a leadership role and/or participating in the development of long-range goals of department or program;
- Attending Board of Trustees meetings to learn of campus-wide issues and events, provide athletic program perspective, and relay upcoming athletic program events or successes.

Cultural Competency

Demonstrated Actions in Support of Equity, Diversity, and Antiracism: Effective coaches work with colleagues, students, community partners, and administrators to cultivate an environment that promotes equity, embraces diversity, is respectful of students' varied experiences and circumstances, and incorporates course content and coaching strategies that are relevant to students' varied cultures and heritages.

Examples of behaviors demonstrated by effective coaches may include but are not limited to:

- Understanding concepts such as equity, antiracism, microaggression, diversity, and privilege;
- Working with area data coaches and the PRIE Office to analyze course-level or program-level data in order to highlight disproportionate impact;
- Selecting textbooks, reading materials, and/or activities that incorporate multicultural and multi-ethnic viewpoints or authors;
- Selecting textbooks and reading materials that remove cost as a barrier to student access (OER, for example);
- Creating a welcoming syllabus, website, classroom/coaching environment, and/or Canvas course shell;
- Being attentive to students' pronouns and addressing and referring to students by the correct pronouns;
- Hosting "Student Hours" in locations where students congregate (for example, EL CENTRO or MPC learning centers);
- Developing firm but flexible course grading policies that allow students to recover from a weak start, a family emergency, or an unexpected job schedule change;
- Analyzing course assessment instruments for bias;
- Applying equitable grading practices (for example, blind reads, rubrics, or dropping outlier/lowest grade/s);
- Creating course activities that are experiential, hands-on, group-oriented, culturally relevant, and/or career-focused;
- Allowing for student ownership of course content (for example, selecting reading materials,

making class presentations, developing collective class norms, choosing writing topics, or soliciting suggestions for program/course activities);

- Checking in with students who are falling behind in the course or underperforming in the program;
- Engaging in professional development, training, and/or personal scholarship that enhances equity-minded and culturally competency and increases accountability for and knowledge of practices that create equity, diversity, inclusion, and anti-racist pedagogy, curriculum, coaching strategies, and campus climate;
- Learning students' names early in the semester and using their names often;
- Meeting with students individually to discuss degree, certificate, transfer, or career goals and encouraging/reaffirming those goals throughout the semester;
- Being knowledgeable of and referring students to campus and community support resources as needed;
- Providing opportunities for community building within and outside the classroom or program;
- Attending events sponsored by campus affinity and student groups (for example, HSI, Umoja, student clubs, or ASMPC).

Coaching Subject Mastery

Knowledge of Intercollegiate Rules and Regulations, Student Eligibility Requirements, Campus Student Resources, and College Procedures: Effective coaches maintain knowledge of and a familiarity with athletic rules and regulations, campus and community resources, and District policies and procedures in order to meet student needs. Effective coaches clarify and interpret this knowledge to students, faculty, and community as appropriate. Examples of behaviors demonstrated by effective coaches may include but are not limited to:

- Keeping apprised of changes to intercollegiate regulations and/or legislation governing student athletes or athletic programs;
- Establishing and maintaining professional contacts in order to attract athletes and promote athletic programs;
- Referring student athletes to appropriate learning and support resources as needed to aid in their success;
- Coordinating athletic program travel details, schedules, and other logistics to support athletes and the program.

Professional Growth and Ongoing Preparation: Effective coaches stay current in their profession through participation in professional organizations, reading appropriate publications, attending conferences and seminars. Examples of behaviors demonstrated by effective coaches may include but are not limited to:

- Maintaining collegial and professional contacts outside MPC;
- Attending workshops, webinars, and/or professional conferences promoting discipline or professional currency, anti-racist pedagogy, or diversity and equity practices;
- Collaborating with colleagues (discussing student challenges and possible interventions, for example);
- Participating in professional organizations;
- Reading pertinent professional publications;
- Attending department and division meetings;
- Coordinating class visits or off-campus visits.

Interpersonal-Personal Skills

Communication: Effective coaches demonstrate competent communication skills in a variety of situations with colleagues and students. Examples of behaviors demonstrated by effective coaches may include but are not limited to:

- Actively listening and checking for understanding;
- Using communication styles appropriate to specific situations (for example, group or 1-to-1 settings);

- Clearly expressing ideas and concepts, verbally and in writing;
- Acknowledging feedback, then responding appropriately;
- Providing feedback.

Leadership and Influence: Effective coaches demonstrate leadership through creative approaches to problem solving, employment of motivational skills, and effective utilization of staff resources. Examples of behaviors demonstrated by effective coaches may include but are not limited to:

- Encouraging others to pursue and achieve goals;
- Promoting athletic programs as appropriate;
- Serving as a role model by being active on committees and by taking the initiative on projects;
- Identifying problems impacting students and taking a leadership or participatory role to facilitate understanding and resolution.

Development, Coordination, and Implementation of Athletics Activities

Special Functions: Effective coaches participate in the special functions of the department, division, or athletics program. Each coaching faculty member may develop specific areas of expertise. Examples of behaviors demonstrated by effective coaches may include but are not limited to:

- Serving and participating in campus-wide committees;
- Teaching Kinesiology courses;
- Planning, developing, implementing, evaluating, and/or conducting student outreach;
- Conducting special functions;
- Serving as liaison to other campus departments, programs, and/or student support resources;
- Serving as liaison to other educational institutions.

Organizing and Planning: Effective coaches demonstrate the ability to manage time and organize activities in a productive manner. Examples of behaviors demonstrated by effective coaches may include but are not limited to:

- Preparing effective strategies for training/practice sessions;
- Eliminating distractions during training/practice sessions;
- Making effective use of time during training/practice sessions;
- Communicating with office staff regarding schedules, travel logistics, or other program needs;
- Meeting special project goals and deadlines in a timely manner;
- Coordinating effectively with staff, faculty, and other colleagues to meet requirements of a variety of activities.

Preparation for Classroom Teaching

Course Outline of Record and Integration of Content: Effective Coaching/Kinesiology faculty have a strong understanding of the Course Outline of Record (COR), understand how their course fits within a sequence of courses, and are able to tailor course content to maximize student learning. Examples of behaviors demonstrated by effective coaching faculty may include but are not limited to:

- Displaying an understanding of how course content fits into the overall COR;
- Modifying course content in response to changes to the COR;
- Suggesting revisions to and/or participating in revising the COR;
- Structuring and sequencing course content to allow for the application of learning to students' jobs, transfer goals, career goals, or life circumstances;
- Maintaining standards equivalent to those in other comparable courses;
- Maintaining an awareness of courses preceding and following current course to minimize unnecessary overlap of content and allow for better integration within the sequence;
- Maintaining an awareness of changes in course content at transfer institutions;
- Informally advising students on course sequences.
- Reflecting on and identifying ways to improve the effectiveness of course content in meeting the institution's goals of inclusion, diversity, equity, and anti-racism.

Organization and Planning: Effective coaching faculty organize class activities and time prior to class meetings. A syllabus, provided to each student, details class requirements, meeting schedule, and

expectations regarding student performance. Examples of behaviors demonstrated by effective coaching faculty may include but are not limited to:

- Beginning and conducting class sessions in an organized manner;
- Developing lesson plans for each class session that effectively maximize use of class time;
- Providing a syllabus to each student at first class session;
- Seeking input from colleagues about syllabus design, course pacing, and grading structure;
- Ensuring course syllabus adheres to college recommendations (as outlined in the Faculty Handbook);
- Ordering text(s) and/or other materials in a timely manner;
- Communicating clearly the course grading criteria;
- Clearly communicating specific learning objectives that align with Student Learning Outcomes;
- Preparing effective student assessment measures that align with the Course Outline of Record's Student Learning Outcomes;
- Preparing effective student assessment measures;
- Establishing and maintaining a system for recording student progress;
- Providing timely feedback on student work and utilizing transparent grading processes;
- Preparing supplementary materials as needed.

Resourcefulness and Innovation: Effective coaching faculty are creative in their organization of class activities. They draw upon a wide range of sources to stimulate student interest and involvement. Examples of behaviors demonstrated by effective coaching faculty may include but are not limited to:

- Developing classroom activities that are innovative and resourceful when appropriate;
- Developing classroom activities that allow for the application of learning to students' jobs, transfer goals, career goals, or life circumstances;
- Referring students to appropriate campus and community resources;
- Developing new course materials as needed, based on input from students and/or colleagues;
- Using appropriate and/or innovative technology and media;
- Incorporating field trips, guest speakers, career instruction, experiential learning, internship opportunities, or other innovative strategies to engage students as appropriate and/or feasible.
- Adapting, re-designing, or initiating class activities in order to provide more culturally responsive instruction and to better promote equity, diversity, inclusion and anti-racist activities and content.



**A Guide for Faculty Self-Evaluation and Development of Goals:
Counseling Faculty**

Faculty Self-Evaluation Instructions:

The following domains are meant to stimulate thought about your work in and outside the counseling/teaching environment and represent consensus among Counseling faculty at MPC regarding effective teaching, counseling, and equity practices. In preparing your self-evaluation, please respond to the questions below, referring to the explanations and examples provided in subsequent pages, and including updates on any goals developed in your previous evaluation cycles. You may also provide information not included in the domain descriptions and examples listed below.

Effective counseling/teaching and equity practices should be clearly evident in your self-evaluation or in supporting materials; please provide concrete examples. Supporting materials may include, but are not limited to, course assignments, syllabi, projects, presentations, lectures, assessment data, professional development opportunities, or examples of positive student interactions. The Faculty Self-Evaluation will be included in your evaluation packet.

Faculty Self-Evaluation Questions:

Please respond to questions 1-4 and select one additional question from 5- 7, depending on your role/s within the division. Use the domains below for more guidance when responding.

1. **Counseling Subject Mastery:** What examples can you provide that demonstrate your knowledge and/or utilization of counseling techniques, academic programs, transfer information, counseling resources, career resources or college procedures? What examples can you provide that demonstrate your professional growth and ongoing preparation?
2. **Collegial Participation:** What examples can you provide that demonstrate your college knowledge and involvement?
3. **Cultural Competency:** What examples can you provide that demonstrate your actions in support of inclusion, equity, diversity, and antiracism?
4. **Update on Previous Goals (if applicable):** Please provide details of progress made toward and critical reflection on goals identified in previous evaluation cycles.
5. **Interpersonal-Personal Skills:** What examples can you provide that demonstrate effective communication and leadership skills?
6. **Development, Coordination, and Implementation of Student Services Activities:** What examples can you provide that demonstrate your effectiveness in record keeping, participation in special events, or organization and planning skills?
7. **Preparation for Classroom Teaching:** What examples can you provide that demonstrate your understanding of the Course Outline of Record, your organization and planning, and/or your resourcefulness and innovation?

Instructions for Development of Goals:

Using your self-evaluation and any recent feedback provided to you from your observation teams, student evaluations, or your evaluation committee members, consider using the same domains provided below to develop a set of goals for the next evaluation period. You may also provide information not included in the domain descriptions and examples listed below. The set of goals you develop will also be included in your evaluation packet.

Counseling Faculty Domains

Counseling Subject Mastery

Knowledge and/or Utilization of Academic Programs, Transfer Information, Career Resources, Student Support Resources (for example, financial aid, Student Health Services, Access Resource Center, tutoring, etc.), and College Procedures: Effective counselors maintain knowledge of and a familiarity with academic programs, career exploration or services, campus and community resources, and District policies and procedures in order to meet student needs. Effective counselors clarify and interpret this knowledge to students, faculty, and community. Examples of behaviors demonstrated by effective counselors may include but are not limited to:

- Utilizing online resources to access career and transfer information (for example, ASSIST, Bureau of Labor Statistics, UC Transfer Pathways, CCC Transfer Counselor Website);
- Referencing College and university websites, catalogs, and directories to stay current with information on academic programs, transfer policies, and procedures;
- Establishing and maintaining professional contacts in the community for outreach and referrals (for example, high school counselors, community agency representatives, local universities, and community colleges).

Professional Growth and Ongoing Preparation: Effective counselors stay current in their profession through participation in professional organizations, reading appropriate publications, attending conferences and seminars. Examples of behaviors demonstrated by effective counselors may include but are not limited to:

- Maintaining collegial and professional contacts outside MPC;
- Attending workshops, webinars, and/or professional conferences promoting discipline or professional currency, anti-racist pedagogy, or diversity and equity practices;
- Collaborating with colleagues (for example, discussing student challenges and possible interventions);
- Demonstrating an awareness of gender, sexual, and racial/ethnic diversity and demonstrating culturally responsive counseling strategies.
- Participating in professional organizations;
- Reading pertinent professional publications;
- Attending department and division meetings;
- Coordinating class visits or off-campus visits;
- Working independently and imparting knowledge effectively and confidently (for example...)

Collegial Participation

College Knowledge and Involvement: Effective counselors are knowledgeable of and involved in department and division affairs, which gives them a broader perspective on departments and programs, and allows them to develop collegial relationships. Examples of behaviors demonstrated by effective counselors may include but are not limited to the following:

Note: Part-time faculty are not required to engage in college activities beyond those stipulated in their job descriptions.

- Attending program/department and division meetings;
- Responding to requests from colleagues, administrators, Division Office Managers, and/or other campus partners in a timely manner;
- Participating in annual and comprehensive program review processes, as well as course design, development, and assessment;
- Using program/department resources conscientiously;
- Serving on the Academic Senate or other campus-wide committees;
- Serving on program/department committees or work groups;
- Serving as a student club advisor;
- Participating in and/or contributing to college-wide events;
- Proposing new courses or initiatives;

- Taking a leadership role and/or participating in the development of long-range goals of department or program;
- Attending Board of Trustees meetings to learn of campus-wide issues and events and provide counseling perspective.

Cultural Competency

Demonstrated Actions in Support of Equity, Diversity, and Antiracism: Effective counselors work with colleagues, students, community partners, and administrators to cultivate an environment that promotes equity, embraces diversity, is respectful of students' varied experiences and circumstances, and incorporates program/course content that is relevant to students' varied cultures and heritages. Examples of behaviors demonstrated by effective counselors may include but are not limited to:

- Understanding concepts such as equity, antiracism, microaggression, diversity, and privilege;
- Working with area data coaches and the PRIE Office to analyze course-level or program-level data in order to highlight disproportionate impact;
- Selecting textbooks, reading materials, and/or activities that incorporate multicultural and multi-ethnic viewpoints;
- Selecting textbooks and reading materials that remove cost as a barrier to student access (OER, for example);
- Creating a welcoming website/syllabus, office/classroom/learning center environment, and Canvas program/course shell;
- Hosting "Student Hours" in locations where students congregate (for example, EL CENTRO or MPC learning centers);
- Developing firm but flexible course grading policies that allow students to recover from a weak start, a family emergency, or an unexpected job or schedule change;
- Learning students' names early in the semester and using their names often;
- Being attentive to students' pronouns and addressing and referring to students by the correct pronouns;
- Meeting with students individually to discuss degree, certificate, transfer, or career goals and encouraging/reaffirming those goals throughout the semester;
- Being knowledgeable of and referring students to campus and community support resources as needed;
- Providing opportunities for community building within and outside the program/classroom;
- Allowing for student ownership of program/course content (for example, selecting reading materials, making class presentations, developing collective program/class norms, choosing workshop/writing topics, or soliciting suggestions for program activities);
- Checking in with students who are falling behind in the course or not meeting program requirements/expectations;
- Engaging in professional development, training, and/or personal scholarship that enhances equity-minded and culturally competent teaching and increases accountability for and knowledge of practices that create equity, diversity, inclusion, and anti-racist pedagogy, curriculum, and campus climate;
- Analyzing program/course assessment instruments for bias;
- Applying equitable grading practices (for example, blind reads, rubrics, or dropping outlier/lowest grade/s);
- Creating program/course activities that are experiential, hands-on, group-oriented, culturally relevant, and/or career-focused;
- Attending events sponsored by campus affinity and student groups (for example, HSI, Umoja, student clubs, or ASMPC).

Interpersonal-Personal Skills

Communication: Effective counselors demonstrate competent communication skills in a variety of situations with colleagues and students. Examples of behaviors demonstrated by effective counselors may include but are not limited to:

- Actively listening and checking for understanding;
- Using communication styles appropriate to specific situations (for example, group or 1-to-1 settings);

- Clearly expressing ideas and concepts, verbally and in writing;
- Acknowledging feedback, then responding appropriately;
- Providing feedback.

Leadership and Influence: Effective counselors demonstrate leadership through creative approaches to problem solving, employment of motivational skills, and effective utilization of staff resources. Examples of behaviors demonstrated by effective counselors may include but are not limited to:

- Encouraging others to pursue and achieve goals;
- Promoting counseling services and programs as appropriate;
- Asking critical, thought provoking questions from a counseling perspective and with students needs in mind;
- Serving as a role model by being active on committees and by taking the initiative on projects;
- Identifying problems impacting students and taking a leadership or participatory role to facilitate understanding and resolution.

Development, Coordination, and Implementation of Student Services Activities

Keeping Reports, Records, Education Plans, and Other Documentation: Effective counselors develop and monitor orderly, accurate records and other documentation for students. Examples of behaviors demonstrated by effective counselors may include but are not limited to:

- Developing short-term and long-term Education Plans for matriculating students;
- Educating and guiding students about various student services processes and appropriate petitions and forms;
- Summarizing in writing/electronically within the college/program record management system (for example, individual student contacts and actions)

Special Functions: Effective counselors participate in the special functions of the department. Each counselor may develop specific areas of expertise. Examples of behaviors demonstrated by effective counselors may include but are not limited to:

- Serving and participating in campus-wide committees;
- Teaching Personal Development courses;
- Planning, developing, implementing, evaluating, and/or conducting student outreach (classroom presentations, visits to local high schools and community organizations, participation in career and college fairs, for example);
- Planning, developing, organizing, implementing, evaluating, and/or facilitating workshops (orientation, education planning, career planning, study skills, academic success, for example);
- Conducting special functions (program coordination, retention programs, follow-up projects, master planning, planning and coordination of professional development activities, for example);
- Serving as liaison to other campus departments;
- Serving as liaison to other educational institutions.

Organizing and Planning: Effective counselors demonstrate the ability to manage time and organize activities in a productive manner. Examples of behaviors demonstrated by effective counselors may include but are not limited to:

- Preparing with appropriate materials for counseling sessions and workshops, including online formats as appropriate;
- Reviewing student profile and history before scheduled appointments;
- Eliminating distractions during session (for example, phone or email);
- Communicating with office staff regarding schedule;
- Meeting special project goals and deadlines in a timely manner;
- Making effective use of time in counseling session;
- Coordinating effectively with staff, faculty, and other colleagues to meet requirements of a variety of activities (classroom visits, student outreach, workshops, for example).
- Meeting with students at the scheduled appointment time;
- Following up with students as needed.

Preparation for Classroom Teaching

Course Outline of Record and Integration of Content: Effective counselors have a strong understanding of the Course Outline of Record (COR), understand how their course fits within a sequence of courses, and are able to tailor course content to maximize student learning. Examples of behaviors demonstrated by effective counseling faculty may include but are not limited to:

- Displaying an understanding of how course content fits into the overall COR;
- Modifying course content in response to changes to the COR;
- Suggesting revisions to and/or participating in revising the COR;
- Structuring and sequencing course content to allow for the application of learning to students' jobs, transfer goals, career goals, or life circumstances;
- Maintaining standards equivalent to those in other comparable courses;
- Maintaining an awareness of courses preceding and following current course to minimize unnecessary overlap of content and allow for better integration within the sequence;
- Maintaining an awareness of changes in course content at transfer institutions;
- Informally advising students on course sequences.
- Reflecting on and identifying ways to improve the effectiveness of course content in meeting the institution's goals of inclusion, diversity, equity, and anti-racism.

Organization and Planning: Effective counseling faculty organize class activities and time prior to class meetings. A syllabus, provided to each student, details class requirements, meeting schedule, and expectations regarding student performance. Examples of behaviors demonstrated by effective counseling faculty may include but are not limited to:

- Beginning and conducting class sessions in an organized manner;
- Developing lesson plans for each class session that effectively maximize use of class time;
- Providing a syllabus to each student at first class session;
- Seeking input from colleagues about syllabus design, course pacing, and grading structure;
- Ensuring course syllabus adheres to college recommendations (as outlined in the Faculty Handbook);
- Ordering text(s) and/or other materials in a timely manner;
- Communicating clearly the course grading criteria;
- Clearly communicating specific learning objectives that align with Student Learning Outcomes;
- Preparing effective student assessment measures that align with the Course Outline of Record's Student Learning Outcomes;
- Establishing and maintaining a system for recording student progress;
- Providing timely feedback on student work and utilizing transparent grading processes;
- Preparing supplementary materials as needed.

Resourcefulness and Innovation: Effective counseling faculty are creative in their organization of class activities. They draw upon a wide range of sources to stimulate student interest and involvement. Examples of behaviors demonstrated by effective counseling faculty may include but are not limited to:

- Developing classroom activities that are innovative and resourceful when appropriate;
- Developing classroom activities that allow for the application of learning to students' jobs, transfer goals, career goals, or life circumstances;
- Referring students to appropriate campus and community resources;
- Developing new course materials as needed, based on input from students and/or colleagues;
- Using appropriate and/or innovative technology and media;
- Incorporating field trips, guest speakers, career instruction, experiential learning, internship opportunities, or other innovative strategies to engage students as appropriate and/or feasible.
- Adapting, re-designing, or initiating class activities in order to provide more culturally responsive instruction and to better promote equity, diversity, inclusion and anti-racist activities and content.



A Guide for Faculty Self-Evaluation and Development of Goals: Library Faculty

Faculty Self-Evaluation Instructions:

The following domains are meant to stimulate thought about your work in and outside the teaching/Library environment and represent consensus among Library faculty at MPC regarding effective teaching, librarian, equity practices. In preparing your self-evaluation, please respond to the questions below, referring to the explanations and examples provided in subsequent pages, and including updates on any goals developed in your previous evaluation cycles. You may also provide information not included in the domain descriptions and examples listed below.

Effective teaching and equity practices should be clearly evident in your self-evaluation or in supporting materials; please provide concrete examples. Supporting materials may include, but are not limited to, course assignments, syllabi, projects, presentations, lectures, assessment data, professional development opportunities, or examples of positive student interactions. The Faculty Self-Evaluation will be included in your evaluation packet.

Faculty Self-Evaluation Questions:

Please respond to questions 1-4 and select two additional questions from 5-8, depending on your role/s in the Library. Use the domains below for more guidance when responding.

1. **Operational Leadership:** What examples can you provide that demonstrate your organization, planning, or staff development skills?
2. **Collegial Participation:** What examples can you provide that demonstrate your college knowledge and your collaborations with faculty and administration?
3. **Cultural Competency:** What examples can you provide that demonstrate your actions in support of inclusion, equity, diversity, and antiracism?
4. **Update on Previous Goals (if applicable):** Please provide details of progress made toward goals identified in previous evaluation cycles.
5. **Librarianship Mastery:** What examples can you provide that demonstrate your continuing professional growth?
6. **Access Services, Acquisition of Materials and Collection Development, & Reference:** What examples can you provide that demonstrate your effectiveness in the area/s of reference, collection development, and access services?
7. **Technical Services:** What examples can you provide that demonstrate your overall effectiveness of materials cataloging, systems services, discovery, electronic resource management, and other technical services?
8. **Library Instruction:** What examples can you provide that demonstrate your effectiveness as an instructor?

Instructions for Development of Goals:

Using your self-evaluation and any recent feedback provided to you from your observation teams, student evaluations, or your evaluation committee members, consider using the same domains provided below to develop a set of goals for the next evaluation period. You may also provide information not included in the domain descriptions and examples listed here. The set of goals you develop will also be included in your evaluation packet.

Library Faculty Domains

Operational Leadership

Organizing and Planning: Effective librarians demonstrate the ability to organize and plan library services and facilities to ensure the delivery of the best possible library programs. Examples of behaviors demonstrated by effective librarians may include but are not limited to:

- Planning facility space requirements based on student and faculty usage, traffic patterns, etc;
- Planning facility hours and services based on student and faculty needs and staffing constraints;
- Monitoring and expending from all Library budgets, managing budget transfers, and deciding on budget priorities;
- Meeting and working with other departments on mutual concerns, acquisitions, and delivery of services;
- Developing classified, adjunct faculty, and work-study student schedules;
- Participating in the hiring, evaluation, and delegation of duties for classified staff.

Staff Development: Effective librarians encourage open communication among staff for the benefit of the Library/ LRC program and for each individual's ongoing personal development. Examples of behaviors demonstrated by competent librarians may include but are not limited to:

- Encouraging staff involvement in college/district events and workshops;
- Encouraging staff involvement in off-campus workshops/seminars related to work responsibilities;
- Encouraging staff reading of appropriate professional journals and/or literature;
- Training staff in the use of new methods or technologies as appropriate;
- Inviting outside experts to provide in-service training for staff;
- Encouraging staff to participate in and/or sponsor Flex workshops;
- Scheduling periodic staff meetings as needed.

Collegial Participation

College Knowledge: Effective librarians represent the Library by serving on various College and committees and by making a contribution to the governance process. Examples of behaviors demonstrated by effective librarians may include but are not limited to the following:

Note: Part-time faculty are not required to engage in college activities beyond those stipulated in their job descriptions.

- Serving on departmental or campus-wide committees;
- Serving as a student club advisor;
- Participating in and/or contributing to college-wide events;
- Serving on off-campus library-related committees as a representative of the College;
- Responding in a timely manner to administrative requests;
- Communicating with staff and peers on College issues brought up at committee meetings.

Liaison with Faculty and Administrators: Effective librarians serve as a liaison to faculty and administration for the benefit of both the Library and its instructional program. Examples of behaviors demonstrated by effective librarians may include but are not limited to:

- Participating in relevant college activities;
- Maintaining professional working relationship with others;
- Actively seeking input from faculty regarding library services;
- Providing professional development services (conducting workshops on topics of special interest to faculty and staff, for example);
- Meeting with faculty to discuss library policies and programs;
- Assisting faculty and staff with their professional development needs;
- Promote library services and resources to faculty and administrators.

Cultural Competency

Demonstrated Actions in Support of Equity, Diversity, and Antiracism: Effective librarians work with colleagues, students, community partners, and administrators to cultivate an environment that promotes equity, embraces diversity, is respectful of students' varied experiences and circumstances, and incorporates course content that is relevant to students' varied cultures and heritages. Examples of behaviors demonstrated by effective librarians may include but are not limited to:

- Providing outreach to the college community through library tours, workshops, displays and other activities;
- Making collection management decisions in an unbiased and balanced manner;
- Providing accurate and unbiased responses to reference inquiries;
- Supporting the campus and district diversity initiatives;
- Understanding concepts such as equity, antiracism, microaggression, diversity, and privilege;
- Working with area data coaches and the PRIE Office to analyze course-level or program-level data in order to highlight disproportionate impact;
- Selecting textbooks, reading materials, and/or activities that incorporate multicultural and multi-ethnic viewpoints or authors;
- Selecting textbooks and reading materials that remove cost as a barrier to student access (OER, for example);
- Creating a welcoming syllabus, classroom environment, and Canvas course shell;
- Being attentive to students' pronouns and addressing and referring to students by the correct pronouns;
- Hosting "Student Hours" in locations where students congregate (for example, EL CENTRO or MPC learning centers);
- Developing firm but flexible course grading policies that allow students to recover from a weak start, a family emergency, or an unexpected job schedule change;
- Learning students' names early in the semester and using their names often;
- Meeting with students individually to discuss degree, certificate, transfer, or career goals and encouraging/reaffirming those goals throughout the semester;
- Being knowledgeable of and referring students to campus and community support resources as needed;
- Providing opportunities for community building within and outside the classroom;
- Allowing for student ownership of course content (for example, selecting reading materials, making class presentations, developing collective class norms, choosing writing topics, or soliciting suggestions for course activities);
- Checking in with students who are falling behind in the course;
- Engaging in professional development, training, and/or personal scholarship that enhances equity-minded and culturally competent teaching and increases accountability for and knowledge of practices that create equity, diversity, inclusion, and anti-racist pedagogy, curriculum, and campus climate;
- Analyzing course assessment instruments for bias;
- Applying equitable grading practices (for example, blind reads, rubrics, or dropping outlier/lowest grade/s);
- Creating course activities that are experiential, hands-on, group-oriented, culturally relevant, and/or career-focused;
- Attending events sponsored by campus affinity and student groups (for example, HSI, Umoja, student clubs, or ASMPC).

Librarianship Mastery

Continuing Education: Effective librarians attend classes, conferences, or webinars; keep abreast of professional literature; and participate in other learning opportunities. Examples of behaviors demonstrated by effective librarians may include but are not limited to:

- Attending in-service workshops to stay current;
- Attending workshops, webinars, and/or professional conferences promoting discipline or professional currency, anti-racist pedagogy, or diversity and equity practices;
- Occasionally auditing colleagues' classes and/or lectures for new ideas and approaches;
- Reading pertinent professional publications;

- Staying abreast of curriculum developments;
- Sharing with colleagues the knowledge gained from professional development activities;
- Participating in professional organizations;
- Applying knowledge gained from professional development activities in daily work environments.

Access Services, Acquisition of Materials and Collection Development, & Reference

Access Services: Effective librarians develop and monitor an orderly system for library materials, services such as reference and technology support, and ensure that these services are known and accessible. Examples of behaviors demonstrated by effective librarians may include but are not limited to:

- Developing circulation procedures and policies with staff;
- Developing overdue, fines, and holds procedures and policies with staff;
- Developing a procedures manual with staff;
- Reviewing all forms with staff to best serve faculty and students;
- Developing materials reserve system and procedures;
- Serving as a liaison with faculty and students to resolve concerns or complaints about services;
- Developing inter-library loans procedures with staff;
- Coordinating Reference Services with librarians;
- Coordinating Technology Support Services with staff;
- Assessing the needs of the campus community and effectiveness of public services;
- Assessing campus knowledge of services;
- Advertising of services and outreach to the campus community;

Acquisition of Materials & Collection Development: Effective librarians manage the process of acquiring materials based upon knowledge of the collection, and utilizing available tools to evaluate current collection and selecting new materials to support curriculum offerings. Examples of behaviors demonstrated by effective librarians may include but are not limited to:

- Evidencing an awareness of new additions and deletions to the collection;
- Demonstrating an awareness of special locations and usage of certain materials;
- Demonstrating an awareness of the strengths and weaknesses of the collection;
- Demonstrating knowledge of College course offerings and of current and/or planned changes;
- Developing or participating in the creation of and updating a library collection management policy;
- Reviewing circulation and other library statistics to make more informed decisions regarding development of collection;
- Consulting relevant review sources;
- Devising strategies to meet short-term and long-term collection needs;
- Ensuring the collection is inventoried periodically
- Selecting materials to meet a range of student knowledge and learning abilities;
- Working in conjunction with classroom faculty to select and/or de-select materials;
- Demonstrating knowledge of library collection development policy;
- Demonstrating current subject knowledge in Librarian's area of selection;
- Selecting materials to meet the range of student cultural and socio-economic backgrounds and information needs.

Reference: Effective librarians provide appropriate information and assistance to student questions. Examples of behaviors demonstrated by effective librarians may include but are not limited to:

- Determining user's level of ability to use sources and then providing appropriate level of instruction;
- Offering referral to appropriate sources and resources;
- Actively acknowledge students' needs;
- Encouraging users to use reference services through friendly, helpful demeanor;
- Referring students to alternate sources or resources;
- Answering reference questions accurately and completely;
- Using appropriate search strategies.

Technical Services

Technical Services: Effective librarians systematically create and maintain efficient and clear access to information resources for students. Examples of behaviors demonstrated by effective librarians may include but are not limited to:

- Cataloging materials using current standards;
- Creating access to information using Universal Learning Design standards;
- Demonstrating knowledge of Library of Congress subject headings and classification systems;
- Developing a procedures manual with staff;
- Demonstrating ability to utilize the Library Services Platform (LSP);
- Overseeing maintenance of the online LSP for quality control;
- Providing access to materials in a timely manner;
- Coordinating classified staff in processing procedures;
- Maintaining accurate statistic on activities for reports;
- Creating and maintaining library websites;
- Enhancing and ensuring the accessibility of electronic resources and discovery systems;
- Demonstrating knowledge of vendors, acquisitions methods, and automated systems.

Library Instruction

Library Instruction: Effective librarians deliver organized, well-prepared opportunities for students to become information literate. Examples of behaviors demonstrated by effective librarians may include but are not limited to:

- Developing and presenting electronic, face-to-face, or hybrid individual class sessions and for-credit courses on finding, evaluating and using information;
- Demonstrating knowledge of different learning styles and employing appropriate teaching methods;
- Developing instructional sessions that effectively maximize use of class time;
- Incorporating several instructional techniques (presentations and group activities, for example) when appropriate;
- Presenting material in a variety of ways (lecture, hands-on computer demonstrations, and handouts, for example), when appropriate;
- Designing and delivering content that is inclusive of gender, sexual, and racial/ethnic diversity and demonstrates culturally responsive pedagogical planning and strategies.
- Meeting with department colleagues to discuss library instruction;
- Matching content to students, based on individual student knowledge levels and learning abilities;
- Developing and updating all library curricula and Student Learning Outcomes.



**A Guide for Faculty Self-Evaluation and Development of Goals:
Learning Center Faculty**

Faculty Self-Evaluation Instructions:

The following domains are meant to stimulate thought about your work in and outside the teaching/learning center environment and represent consensus among learning center faculty at MPC regarding effective teaching and equity practices. In preparing your self-evaluation, please respond to the questions below, referring to the explanations and examples provided in subsequent pages, and including updates on any goals developed in your previous evaluation cycles. You may also provide information not included in the domain descriptions and examples listed below.

Effective teaching and equity practices should be clearly evident in your self-evaluation or in supporting materials; please provide concrete examples. Supporting materials may include, but are not limited to, course assignments, syllabi, projects, presentations, lectures, assessment data, professional development opportunities, or examples of positive student interactions. The Faculty Self-Evaluation will be included in your evaluation packet.

Faculty Self-Evaluation Questions:

Respond to all 5 questions, using the domains below for more guidance when responding.

1. **Subject Matter Mastery:** What examples can you provide that demonstrate how you stay current in your discipline and apply learning theory to the learning center environment?
2. **Preparation for Teaching:** What examples can you provide that demonstrate your understanding of the Course Outline of Record, your organization and planning, and/or your resourcefulness and innovation?
3. **Collegial Participation:** What examples can you provide that demonstrate your college knowledge and involvement?
4. **Cultural Competency:** What examples can you provide that demonstrate your actions in support of inclusion, equity, diversity, and antiracism?
5. **Update on Previous Goals (if applicable):** Please provide details of progress made toward goals identified in previous evaluation cycles.

Instructions for Development of Goals:

Using your self-evaluation and any recent feedback provided to you from your observations teams, student evaluations, or your evaluation committee members, consider using the same domains provided below to develop a set of goals for the next evaluation period. You may also provide information not included in the domain descriptions and examples listed below. The set of goals you develop will also be included in your evaluation packet.

Learning Center Faculty Domains

Subject Matter Mastery

Current Subject Area Knowledge and Professional Development: Effective learning center faculty stay current in their discipline through reading, research, continuing formal education, conferences, professional organizations, and more. Examples of behaviors demonstrated by effective learning center faculty may include but are not limited to:

- Answering students' questions related to, but not addressed by, session content;
- Statements or actions indicating a willingness to bring additional information to the next session;
- Referring students to ancillary material when appropriate;
- Statements or actions indicating an awareness of current developments in one's subject area;
- Attending workshops, webinars, and/or professional conferences promoting discipline or professional currency, anti-racist pedagogy, or diversity and equity practices;
- Reading pertinent professional publications;
- Meeting with department and other colleagues to discuss courses and/or discipline;
- Maintaining collegial and professional contacts outside the college;
- Participating in the activities of professional organizations;
- Making presentations at professional conferences, Flex Days, or other meetings;
- Publishing books and/or scholarly articles within or reasonably related to one's discipline;
- Engaging in original or applied research.

Knowledge of Learning Theory: Effective learning center faculty are aware of (through formal education or learning center experience) and apply learning theory in the delivery of instruction. They may use a variety of teaching methods and instructional aids to maximize student learning. Examples of behaviors demonstrated by effective learning center faculty may include but are not limited to:

- Pacing content and exercises to most appropriately enhance learning;
- Informing or reiterating students of classroom instructor's expectations for various assignments;
- Illustrating key learning points in several ways;
- Encouraging students to develop their potential;
- Designing and delivering content that is inclusive of gender, sexual, and racial/ethnic diversity and demonstrates culturally responsive pedagogical planning and strategies;
- Employing appropriate tutoring methods that indicate an awareness of different learning styles;
- Incorporating several instructional techniques, if and when appropriate, to student learning and to advancing the institution's goals of inclusion, equity, diversity, and anti-racism.

Preparation for Teaching

Course Outline of Record and Integration of Content: Effective learning center faculty have a strong understanding of the Course Outline of Record (COR), understand how their course supports success in other MPC courses, and are able to tailor instructional content to maximize student learning. Examples of behaviors demonstrated by effective faculty may include but are not limited to:

- Displaying an understanding of how course content fits into the overall COR;
- Modifying course content in response to changes to the COR;
- Suggesting revisions to and/or participating in revising the COR;
- Structuring and sequencing course content to allow for the application of learning to students' jobs, transfer goals, career goals, or life circumstances;
- Maintaining standards equivalent to those in other comparable courses;

- Maintaining an awareness of courses preceding and following current course to minimize unnecessary overlap of content and allow for better integration within the sequence;
- Informally advising students on courses offered within the learning center.
- Reflecting on and identifying ways to improve the effectiveness of course content in meeting the institution's goals of inclusion, diversity, equity, and anti-racism.

Organization and Planning: Effective learning center faculty organize tutoring and/or instructional activities and employ effective time management skills. A syllabus may be provided to students as appropriate, which details class requirements, meeting schedule, and expectations regarding student performance. Examples of behaviors demonstrated by effective learning center faculty may include but are not limited to:

- Beginning and conducting tutoring or instructional sessions in an organized manner;
- Developing instructional plans for tutoring sessions that effectively maximize use of allotted time;
- Providing a syllabus to each student at first class session as appropriate;
- Seeking input from colleagues about syllabus design, course pacing, and grading structure;
- Ensuring course syllabus adheres to college recommendations (as outlined in the Faculty Handbook);
- Ordering text(s) and/or other materials in a timely manner;
- Communicating clearly the course grading criteria;
- Clearly communicating specific learning objectives that align with Student Learning Outcomes;
- Preparing effective student assessment measures that align with the Course Outline of Record's Student Learning Outcomes;
- Preparing effective student assessment measures;
- Establishing and maintaining a system for recording student progress;
- Providing timely feedback on student work and utilizing transparent grading processes;
- Preparing supplementary materials as needed.

Resourcefulness and Innovation: Effective learning center faculty are creative in their organization of class activities. They draw upon a wide range of sources to stimulate student interest and involvement. Examples of behaviors demonstrated by effective learning center faculty may include but are not limited to:

- Developing tutoring or instructional activities that are innovative and resourceful when appropriate;
- Developing tutoring or instructional activities that allow for the application of learning to students' jobs, transfer goals, career goals, or life circumstances;
- Referring students to appropriate campus and community resources;
- Developing new course materials as needed, based on input from students and/or colleagues;
- Using appropriate and/or innovative technology and media;
- Adapting, re-designing, or initiating activities in order to provide more culturally responsive instruction and to better promote equity, diversity, inclusion and anti-racist activities and content.

Collegial Participation

College Knowledge and Involvement: Effective learning center faculty are knowledgeable of and involved in department and division affairs, which gives them a broader perspective on curriculum and pedagogy, and allows them to develop collegial relationships. Examples of behaviors demonstrated by effective learning faculty may include but are not limited to the following:

Note: Part-time faculty are not required to engage in college activities beyond those stipulated in their job descriptions.

- Attending department and division meetings;
- Responding to requests from colleagues, administrators, Admissions & Records, Division Office Managers, and/or other campus partners in a timely manner;
- Participating in annual and comprehensive program review processes, as well as course

- design, development, and assessment;
- Using department resources conscientiously;
- Serving on the Academic Senate or other campus-wide committees;
- Serving on department committees or work groups;
- Serving as a student club advisor;
- Participating in and/or contributing to college-wide events;
- Proposing new courses;
- Taking a leadership role and/or participating in the development of long-range goals of department or program;
- Serving as mentor and shift lead for student tutors and/or Instructional Specialists;
- Participating in observation teams;
- Attending Board of Trustees meetings to learn of campus-wide issues and events and provide learning center faculty perspective.

Cultural Competency

Demonstrated Actions in Support of Equity, Diversity, and Antiracism: Effective learning center faculty work with colleagues, students, community partners, and administrators to cultivate an environment that promotes equity, embraces diversity, is respectful of students' varied experiences and circumstances, and incorporates course content that is relevant to students' varied cultures and heritages. Examples of behaviors demonstrated by effective learning center faculty may include but are not limited to:

- Understanding concepts such as equity, antiracism, microaggression, diversity, and privilege;
- Working with area data coaches and the PRIE Office to analyze course-level or program-level data in order to highlight disproportionate impact;
- Selecting textbooks, reading materials, and/or activities that incorporate multicultural and multi-ethnic viewpoints or authors;
- Selecting textbooks and reading materials that remove cost as a barrier to student access (OER, for example);
- Creating a welcoming and student-focused syllabus, classroom environment, and Canvas course shell;
- Being attentive to students' pronouns and addressing and referring to students by the correct pronouns;
- Developing firm but flexible course grading policies that allow students to recover from a weak start, a family emergency, or an unexpected job schedule change;
- Learning students' names early in the semester and using their names often;
- Discussing with students degree, certificate, transfer, or career goals and encouraging/reaffirming those goals throughout the semester;
- Being knowledgeable of and referring students to campus and community support resources as needed;
- Providing opportunities for community building within and outside the classroom;
- Allowing for student ownership of course content (for example, selecting reading materials, making class presentations, developing collective class norms, choosing writing topics, or soliciting suggestions for course activities);
- Checking in with students who are falling behind in the course;
- Engaging in professional development, training, and/or personal scholarship that enhances
- equity-minded and culturally competent teaching and increases accountability for and knowledge of practices that create equity, diversity, inclusion, and anti-racist pedagogy, curriculum, and campus climate;
- Analyzing course assessment instruments for bias;
- Applying equitable grading practices (for example, blind reads, rubrics, or dropping outlier/lowest grade/s);
- Creating course activities that are experiential, hands-on, group-oriented, culturally relevant, and/or career-focused;
- Attending events sponsored by campus affinity and student groups (for example, HSI, Umoja, student clubs, or ASMPC).

Exhibit G-2 - Student Evaluation Forms



MONTEREY PENINSULA College

Face-to-face Course Student Evaluation Survey

Survey Instructions

One of the most important responsibilities of Monterey Peninsula College is to promote high teaching standards among its faculty. Please take this time to help us with this process, by evaluating your instructor.

Evaluate the instructor by responding to the following questions. Please be thoughtful and candid in your responses. Be assured that your responses will be kept confidential and that your answers will be given the highest consideration. They will be forwarded to your instructor only after final grades for this semester have been submitted. **You do not need to put your name on this survey.**

About this Course

- Information about the text[s] and supplies required for this course was available online and the text(s) could be purchased at the MPC bookstore.
 - Yes
 - No
- There is a Canvas site with information and materials from this course.
 - Yes
 - No
- How often per week do you use the required course text[s] and other required materials?
 - Daily
 - 2-3 times per week
 - Once per week or less
 - Rarely
- The required texts and materials provided valuable assistance for learning the content in this course.
 - Yes
 - No
- How much time outside of class do you spend preparing for this course and completing assignments each week?
 - 10 or more hours
 - 6-10 hours per week
 - 2-5 hours per week
 - Less than 2 hours per week

Rate your instructor on each of the following topics:	Excellent	Good	Average	Below Average	Poor	Did Not Observe
My instructor clearly explained course content objectives and grading policies, in class and in writing.	5	4	3	2	1	N/A
My instructor has made it clear when assignments are due, has	5	4	3	2	1	N/A

provided guidance about how much time assignments may take, and has explained how they will contribute to my final grade.						
My instructor has communicated and/or explained how the course is organized.	5	4	3	2	1	N/A
My instructor was able to explain how to access course materials and provided assistance to me if I needed help accessing them.	5	4	3	2	1	N/A
My instructor is prepared and organized for each class	5	4	3	2	1	N/A
My instructor clearly communicates the subject matter so that I understand major points in lectures and discussions.	5	4	3	2	1	N/A
My instructor links our classroom activities, including laboratory or performance activities with the lecture component of this course.	5	4	3	2	1	N/A
My instructor sets and maintains high standards for my achievement in this class.	5	4	3	2	1	N/A
My instructor encourages a respectful instructional environment and has discussed guidelines for appropriate student-to-student and student-to-faculty interaction.	5	4	3	2	1	N/A
My instructor welcomes questions and facilitates student participation in discussions that are relevant to the subject matter.	5	4	3	2	1	N/A
My instructor treats students with courtesy and confidentiality and expects students to treat each other with courtesy.	5	4	3	2	1	N/A
My instructor evaluates my work on assignments and exams fairly and according to the grading policy.	5	4	3	2	1	N/A
My instructor returns assignments and exams in a timely manner.	5	4	3	2	1	N/A
My instructor is accessible to students through office hours, email, and other appropriate channels.	5	4	3	2	1	N/A
My instructor welcomes working with students of diverse ethnic and	5	4	3	2	1	N/A

racial backgrounds, sexual orientations, diverse gender identities, and physical and mental disabilities.						
My instructor told me where I could get help or about other services on campus.	5	4	3	2	1	N/A

Narrative Questions

1. When have you felt most engaged with the course content and why?
2. What else, if anything, would have helped you be more successful in the course?
3. What other comments do you have about your instructor? Please use this space to also comment on any of your ratings above.



Online Course Student Evaluation Survey

Survey Instructions

One of the most important responsibilities of Monterey Peninsula College is to promote high teaching standards among its faculty. Please take this time to help us with this process, by evaluating your instructor.

Evaluate the instructor by responding to the following questions. Please be thoughtful and candid in your responses. Be assured that your responses will be kept confidential and that your answers will be given the highest consideration. They will be forwarded to your instructor only after final grades for this semester have been submitted. **You do not need to put your name on this survey.**

About this Course

1. Information about the text[s] and supplies required for this course was available online and the text(s) could be purchased at the MPC bookstore.
 - a. Yes
 - b. No
2. There is a Canvas site with information and materials from this course.
 - a. Yes
 - b. No
3. How often per week do you use the required course text[s] and other required materials?
 - a. Daily
 - b. 2-3 times per week
 - c. Once per week or less
 - d. Rarely
4. The required texts and materials provided valuable assistance for learning the content in this course.
 - a. Yes
 - b. No
5. How much time outside of class do you spend preparing for this course and completing assignments each week?
 - a. 10 or more hours
 - b. 6-10 hours per week
 - c. 2-5 hours per week
 - d. Less than 2 hours per week

Rate your instructor on each of the following topics:	Excellent	Good	Average	Below Average	Poor	Did Not Observe
My instructor sent a welcome email that provided the course information I needed before the class began.	5	4	3	2	1	N/A
My instructor clearly explained course content objectives and grading policies in writing.	5	4	3	2	1	N/A
My instructor has made it clear	5	4	3	2	1	N/A

when assignments are due, has provided guidance about how much time assignments may take, and has explained how they will contribute to my final grade.						
The course layout in Canvas made it easy to navigate.	5	4	3	2	1	N/A
My instructor has provided clear instructions that make it easy to follow the course contents, activities, and assignments.	5	4	3	2	1	N/A
My instructor was able to explain how to access course materials and provided assistance to me if I needed help accessing them.	5	4	3	2	1	N/A
My instructor clearly communicates the subject matter so that I understand major points in course materials and discussions.	5	4	3	2	1	N/A
My instructor encourages students to ask questions and to share their reactions to class materials and/or assignments.	5	4	3	2	1	N/A
My instructor sets and maintains high standards for my achievement in this class.	5	4	3	2	1	N/A
My instructor encourages a respectful instructional environment and has discussed guidelines for appropriate student-to-student and student-to-faculty interaction.	5	4	3	2	1	N/A
My instructor includes thought provoking ideas or challenging questions that promote my interest in the subject matter in the course materials.	5	4	3	2	1	N/A
My instructor treats students with courtesy and confidentiality and expects students to treat each other with courtesy.	5	4	3	2	1	N/A
My instructor evaluates my work on assignments and exams fairly and according to the grading policy.	5	4	3	2	1	N/A
My instructor returns assignments and exams in a timely manner.	5	4	3	2	1	N/A
My instructor is available for individual communication.	5	4	3	2	1	N/A

My instructor posted office hours and was available during those times.	5	4	3	2	1	N/A
My instructor has demonstrated sensitivity in working with students of diverse ethnic and racial backgrounds, sexual orientations, diverse gender identities, and physical and mental disabilities.	5	4	3	2	1	N/A
My instructor told me where I could get help or about other services on campus or online.	5	4	3	2	1	N/A

Narrative Questions

1. When have you felt most engaged with the course content and why?
2. What else, if anything, would have helped you be more successful in the course?
3. What other comments do you have about your instructor? Please use this space to also comment on any of your ratings above.



Coaching Student Evaluation Survey

Survey Instructions

One of the most important responsibilities of Monterey Peninsula College is to promote high teaching standards among its faculty. Please take this time to help us with this process, by evaluating your instructor.

Evaluate the instructor by responding to the following questions. Please be thoughtful and candid in your responses. Be assured that your responses will be kept confidential and that your answers will be given the highest consideration. They will be forwarded to your instructor only after final grades for this semester have been submitted. ***You do not need to put your name on this survey.***

About this Course

1. How did you become a student- athlete at Monterey Peninsula College?
 - a. I tried out for an athletic team after enrolling as a student at MPC.
 - b. I was contacted by a coach/staff person at MPC and was recruited to participate on an athletic team
 - c. I contacted a coach/staff person at MPC to find out if I could participate or try out for an athletic team.
 - d. I came to MPC without any communication from MPC coaches or staff members.
2. When I agreed to attend Monterey Peninsula College as a student- athlete, I had a good understanding of what the college staff could help me with and what help they or the college could not provide.
 - a. Yes
 - b. No
 - c. Not applicable
3. I have seen a counselor to receive information and plan for my education.
 - a. Yes
 - b. No
 - c. Not applicable
4. I know where I can get information and assistance with financial aid.
 - a. Yes
 - b. No
 - c. Not applicable
5. As an individual, how much time do you spend on strength training, conditioning, and skill development, in excess of what is required by your coach and in team practices?
 - a. More than 3 hours a day
 - b. 2-3 hours per day
 - c. 1-2 hours per day
 - d. 1 hour or less per day

Rate your instructor on each of the following topics:	Excellent	Good	Average	Below Average	Poor	Did Not Observe
The Coach clearly explains team objectives.	5	4	3	2	1	N/A

My coach is able to communicate clearly.	5	4	3	2	1	N/A
The coach sets and maintains high standards for student achievement.	5	4	3	2	1	N/A
Instructional equipment required by my coach was appropriate, useful, and available.	5	4	3	2	1	N/A
Information provided by my coach is useful and relevant	5	4	3	2	1	N/A
My coach motivates me to improve at my position and as a teammate.	5	4	3	2	1	N/A
My coach is prepared for practices and games.	5	4	3	2	1	N/A
Team practices are well organized, time is used well, and I understand how we are making progress.	5	4	3	2	1	N/A
Practices begin on time.	5	4	3	2	1	N/A
My coach provides constructive feedback	5	4	3	2	1	N/A
My coach is available to meet with me outside of practice.	5	4	3	2	1	N/A
My coach is concerned about my academic goals and progress.	5	4	3	2	1	N/A
My coach is concerned about my health and wellness while practicing and competing.	5	4	3	2	1	N/A
My coach has demonstrated sensitivity in working with students of diverse ethnic and racial backgrounds, sexual orientations, diverse gender identities, and physical and mental disabilities.	5	4	3	2	1	N/A
My coach made appropriate referrals to additional information resources and services on campus.	5	4	3	2	1	N/A

Narrative Questions

1. When have you felt most engaged with your team and sport and why?
2. What else, if anything, would have helped you be more successful in the sport?
3. What other comments do you have about your coach? Please use this space to also comment on any of your ratings above.



MONTEREY PENINSULA College

Counseling Student Evaluation Survey

Survey Instructions

One of the most important responsibilities of Monterey Peninsula College is to promote high teaching standards among its faculty. Please take this time to help us with this process, by evaluating your instructor.

Evaluate the instructor by responding to the following questions. Please be thoughtful and candid in your responses. Be assured that your responses will be kept confidential and that your answers will be given the highest consideration. They will be forwarded to your instructor only after final grades for this semester have been submitted. ***You do not need to put your name on this survey.***

Rate your instructor on each of the following topics:	Excellent	Good	Average	Below Average	Poor	Did Not Observe
The counselor helped me to plan my academic and/or career program that is consistent with my personal goals	5	4	3	2	1	N/A
The counselor assisted me in understanding requirements for graduation, transfer, and/or certificate programs, if applicable, in an accurate, clear, and concise manner	5	4	3	2	1	N/A
The counselor showed interest in my academic and/or personal success	5	4	3	2	1	N/A
The counselor answered my questions and helped address my concerns/needs	5	4	3	2	1	N/A
The counselor helped me to consider my options and examine my alternatives	5	4	3	2	1	N/A
The counselor was prepared with/ or had access to materials and information appropriate to the session	5	4	3	2	1	N/A
The counselor was on time for my scheduled appointment	5	4	3	2	1	N/A
The counselor was well-organized and used the allotted time productively	5	4	3	2	1	N/A

The counselor established a safe, welcoming and engaging session.	5	4	3	2	1	N/A
The counselor treated me with courtesy and respect	5	4	3	2	1	N/A
The counselor demonstrated sensitivity in areas of diverse ethnic and racial backgrounds, sexual orientations, diverse gender identities, and disabilities.	5	4	3	2	1	N/A
The counselor created a safe space to discuss student support resources, financial aid, and scholarship opportunities for undocumented students.	5	4	3	2	1	N/A
The counselor was knowledgeable about state and federal financial aid information (i.e. FAFSA, Dream Act, CA Promise Grant, etc.).	5	4	3	2	1	N/A
The counselor provided information about on-campus and community resources.	5	4	3	2	1	N/A

Narrative Questions

1. When did you feel most engaged with the counselor during the counseling session and why?
2. Do you have any recommendations on what your counselor could have done differently to make your session more effective, productive, and/or enjoyable?
3. What other comments do you have about your counselor? Please use this space to also comment on any of your ratings above.

Counseling Session

1. Was your meeting with the counselor by:
 - a. Scheduled Appointment
 - b. Drop-in (no appointment)
2. Was your counseling session conducted by:
 - a. Phone
 - b. Zoom
 - c. In-Person
3. Please select the primary reason for your counseling session:
 - a. Assistance with class schedule/Education Plan/Graduation
 - b. Assistance with choosing or changing a major
 - c. Transfer information and/or assistance with applications
 - d. Exploration of career alternatives/vocational information
 - e. Information about college regulations/academic requirements
 - f. Financial aid information and/or assistance with forms
 - g. Other
4. Is this your first or second time (or more) meeting with a counselor?
 - a. First Time
 - b. Second Time or more
5. I was able to see the counselor within a reasonable amount of time.
 - a. Yes
 - b. No

6. Was this appointment based on a referral?
 - a. Yes, if so who referred you
 - b. No, self-initiated



Library Services Student Survey

Survey Instructions

One of the most important responsibilities of Monterey Peninsula College is to promote high teaching standards among its faculty. Please take this time to help us with this process, by evaluating your instructor.

Evaluate the instructor by responding to the following questions. Please be thoughtful and candid in your responses. Be assured that your responses will be kept confidential and that your answers will be given the highest consideration. They will be forwarded to your instructor only after final grades for this semester have been submitted. ***You do not need to put your name on this survey.***

About this Service

1. The librarian was able to provide me with information in writing that helped to answer my questions.
 - a. Yes
 - b. No
2. The librarian showed me how to access materials via the MPC library website.
 - a. Yes
 - b. No
3. How often per week do you use digital or physical materials from the MPC library or MPC library website?
 - a. 10 or more hours
 - b. 6-10 hours per week
 - c. 2-5 hours per week
 - d. Less than 2 hours per week

Rate your instructor on each of the following topics:	Excellent	Good	Average	Below Average	Poor	Did Not Observe
I learned new resources, ways to search, or sources to find information	5	4	3	2	1	N/A
The librarian was prepared and organized to assist me.	5	4	3	2	1	N/A
The librarian used time effectively	5	4	3	2	1	N/A
The librarian helped me feel comfortable seeking assistance	5	4	3	2	1	N/A
The librarian understood my information needs and invited me to ask questions/ provide more information.	5	4	3	2	1	N/A
The librarian gave me clear explanations or instructions for	5	4	3	2	1	N/A

using library resources						
The librarian demonstrated sensitivity in working with students of diverse ethnic and racial backgrounds, sexual orientations, diverse gender identities, and physical and mental disabilities.	5	4	3	2	1	N/A
The librarian told me where I could get help or about other services on campus.	5	4	3	2	1	N/A

Narrative Questions

1. When did you feel most engaged with the information about library resources and why?
2. What else, if anything, would have helped you to have a more successful visit to the library ?
3. What other comments do you have about this librarian? Please use this space to also comment on any of your ratings above.



Learning Center Student Evaluation Survey

Survey Instructions

One of the most important responsibilities of Monterey Peninsula College is to promote high teaching standards among its faculty. Please take this time to help us with this process, by evaluating your instructor.

Evaluate the instructor by responding to the following questions. Please be thoughtful and candid in your responses. Be assured that your responses will be kept confidential and that your answers will be given the highest consideration. They will be forwarded to your instructor only after final grades for this semester have been submitted. ***You do not need to put your name on this survey.***

About this Learning Center

1. Were you referred to the learning center by an instructor?
 - a. Yes
 - b. No
2. How often do you visit the learning center?
 - a. Multiple times a week
 - b. Weekly
 - c. A few times per semester
 - d. This is my first time here
3. When you visited this center, do you mostly work independently or with an instructor/tutor?
 - a. Mostly independently
 - b. With a tutor/instructor
4. Does the center have the resources (access to computers, printers, handouts, and supplies) that you need?
 - a. Yes
 - b. No
5. If you answered “No” to question 4, what resources would you like to have more of at the center?

If you are taking a graded course (P/NP or letter grades) at the learning center, please answer the following questions

Rate your instructor on each of the following topics:	Excellent	Good	Average	Below Average	Poor	Did Not Observe
The instructor has communicated and/or explained the services available at the center.	5	4	3	2	1	N/A
The instructor was able to explain how to access the center’s resources and provided assistance to me if I needed help accessing them.	5	4	3	2	1	N/A
The instructor clearly communicates feedback and makes an effort to make sure that I understand the	5	4	3	2	1	N/A

feedback.						
My instructor shows interest in me and my success.	5	4	3	2	1	N/A
My instructor welcomes questions and facilitates student participation in discussions that are relevant to the subject matter.	5	4	3	2	1	N/A
The instructor treats students with courtesy and confidentiality and expects students to treat each other with courtesy.	5	4	3	2	1	N/A
The instructor has demonstrated sensitivity in working with students of diverse ethnic and racial backgrounds, sexual orientations, diverse gender identities, and physical and mental disabilities.	5	4	3	2	1	N/A

Narrative Questions

1. What did the instructor do to make your experience at the learning center worthwhile or valuable?
2. What else, if anything, could the instructor have done to help you have a more positive experience at the center?
3. What other comments do you have about the instructor? Please use this space to also comment on any of your ratings above.

Exhibit G-3 - Faculty Evaluation Improvement Plan Template



MONTEREY PENINSULA
College

MPC Faculty Evaluation Process – Improvement Plan

Evaluatee Name:	Semester:	Year:
	-- Select Semester --	
Department:	Division:	

Evaluation Committee Members:

Committee Chair:	Committee Member:
Committee Member: (if required)	Dean/Supervisor: (if required)

This improvement plan was developed as a follow-up to the evaluatee’s _____ (insert year) faculty evaluation. Per the MPCTA/MPCCD contract, an additional evaluation will be conducted during the next semester (fall or) in which the faculty member is scheduled. Semester/year for follow-up evaluation: _____.

Improvement needed:	How this has been observed by committee:	Goal for next semester:	Resources needed:	How will committee determine if goal is met:	Timeline for meeting the goal:

<p>Example: Small group work ineffective because students were confused about the instructions. [delete from final plan]</p>	<p>Documented in observation reflection forms from 20-21 and in student surveys this semester.</p>	<p>Clearly direct students when small groups are used in face-to-face classes.</p>	<p>None</p>	<p>Evaluatee should prepare written instructions for small group assignments, which can be posted to Canvas or distributed to students in class.</p>	<p>Examples of written instructions should be submitted with the 8 week report.</p>
<p>Example: More visual content needs to be included in lectures to keep visual learners engaged with the subject. [delete from final plan]</p>	<p>Students' narratives report too much lecturing, and self-evaluation expresses a lack of understanding of how to use the educational technology in the classroom.</p>	<p>Incorporate visual imagery or short videos into lectures to reinforce learning and help visual learners to engage with material.</p>	<p>Training on how to use the audio-visual equipment in the classroom.</p>	<p>Evaluatee should include a description of how new materials are being incorporated into the class sessions-- including some examples of visual images or short films used.</p>	<p>Examples should be listed on the syllabus for the class next semester and described in the 8 week report.</p>

Signatures/Dates:

<p>Evaluatee:</p>	<p>Committee Chair:</p>	<p>Dean/Supervisor:</p>
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Exhibit G-4 - Division Chair Evaluation Survey



MONTEREY PENINSULA College

Division Chair Evaluation Survey

Division Chair Peer Evaluation Instructions

TO: All faculty in the [insert division name] Division

FROM: [Name #1] and [Name #2], Division Chair Evaluation Committee

Subject: [Insert Division Chair Name] Division Chair Evaluation Survey

As part of [Insert Division Chair Name]'s Division Chair evaluation process, all full-time and part-time faculty in the [insert division name] Division are invited to complete the Division Chair Evaluation Survey in order to provide feedback which will be summarized by the evaluation committee and included in written evaluation report submitted to the District and included in the final evaluation packet along with the Division Chair's self-evaluation and administrative evaluation.

The Division Chair Evaluation Survey may be accessed through the link below until March 31st.
[insert link]

Division Chair Peer Evaluation Survey Questions

This survey is intended to help obtain information to support the evaluation of division chairs. Considering the duties and responsibilities of the position, enter a rating for each duty listed below and provide comments in the space provided.

Division Chair Duties:

1. Maintains effective communication within the division.
2. Is consistent in the application of policy and procedure.
3. Is cognizant and appreciative of staff proficiencies and accomplishments.
4. Demonstrates respect for college members and students.
5. Develops and/or maintains a positive communication climate within the division.
6. Effectively coordinates such division activities as schedules, program reviews, action plans, and learning assessments.
7. Effectively represents division interests, needs, and concerns at appropriate institutional levels.
8. Encourages collaboration in decision-making.
9. Keeps division members apprised of institutional goals, processes, procedures, reports, and timelines, as well as the business of the Academic Senate and other related matters.

Options for each of the questions above: Exceeds, meets, needs improvement, not applicable, no opportunity to observe

Open Ended Feedback

10. Please comment on strengths you have noticed in the performance of the Division Chair.
11. Please submit suggestions as to how the performance of the Division Chair might improve.

Additional Questions

12. How often do you interact with the division chair? (Daily/weekly/infrequently/never)
13. What is your role in the division? (Full-time faculty/part-time faculty)

Exhibit G-5 - Division Chair Self-Evaluation Survey



MONTEREY PENINSULA College

Division Chair Self Evaluation

Division Chair Self Evaluation Instructions

As part of their evaluation, the division chair shall submit a self-evaluation in response to the following prompts:

1. Please describe your most recent accomplishment(s) as a division chair.
2. Please describe your most recent challenge(s) as a division chair.
3. If this is a follow-up evaluation, please reflect upon the progress you have made toward your goals from your previous evaluation.
4. If you expect to continue in your role as division chair, what goal(s) do you plan to attain in the next 1-2 years?
5. Please indicate any of the bulleted points below that you would appreciate additional support.
 - Scheduling
 - Instructor and staff evaluations
 - Program review
 - Processes designed to improve student learning
 - Administration of District policy and procedures
 - Assisting staff and students in meeting their responsibilities
 - Monitoring budget expenditures
 - Facilitating conflict resolution and decision-making
 - Other
6. Is there anything else you would like to express?

Exhibit H-1 - Written Grievance Form



MONTEREY PENINSULA
College

Formal Written Grievance - MPCTA

IMPORTANT: See Article 6 of the Agreement between Monterey Peninsula Community College District and Monterey Peninsula College Teachers Association (MPCTA)/CTA/NEA for important details and timelines.

ALL PORTIONS OF THIS SECTION MUST BE COMPLETED BY GRIEVANT.

Grievance to be adjudicated by (check one):

- Level I (First level administrator)
- Level II (Vice President) - grievance involves action or inaction by a Level I administrator.
- Level III (Superintendent/President) - grievance involves action or inaction by a Level II administrator

Background Information	
Name of Grievant	
Date of the act or circumstances giving rise to the grievance	
Date that the grievant had knowledge of the act or circumstances giving rise to the grievance	
If the two above dates differ, explain why	

Informal Conference	
Date of informal conference with appropriate administrator	
Informal conference held with (name and title of administrator)	
Date decision received from administrator following informal conference	

Formal statement of grievance: (Attach additional sheets if this space is insufficient.)

--

Specific article and section(s) of the MPCTA Agreement alleged to have been violated, misapplied, or misinterpreted:

--

Why the administrator's resolution proposed at the informal conference is unacceptable:

--

Remedy sought:

--

Signature of Grievant:

	Date:
--	-------

This formal grievance must be filed with the Office of Human Resources within 15 days after the informal conference.

Copies:

- Administrator
- MPCTA

Decision: To be communicated by the appropriate level administrator to Human Resources within 10 days of receiving this written grievance.

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Signature of Administrator:

	Date:
--	-------

Copies:

- Grievant
- MPCTA

Exhibit H-2 - Grievance Appeal Form



MONTEREY PENINSULA College

Grievance Appeal - MPCTA

IMPORTANT: See Article 6 of the Agreement between Monterey Peninsula Community College District and Monterey Peninsula College Teachers Association (MPCTA)/CTA/NEA for important details and timelines.

ALL PORTIONS OF THIS SECTION MUST BE COMPLETED BY GRIEVANT.

Appeal from the decision by: (check one):

- Level I Administrator
- Vice President regarding Level I Appeal
- Level II Administrator

Appeal to: (check one):

- Vice President
- Superintendent/President

The appeal must be filed with the Office of Human Resources within 10 days of receipt by the decision from the previous level.

Background Information	
Name of Grievant	
Date decision received from previous level	

Statement of reasons for appeal: (Attach additional sheets if this space is insufficient.)

Attach copies of the original grievance, any amendments and/or any written communication concerning the grievance.

Signature of Grievant:	
	Date:

Copies:
Vice President or Superintendent/President, as applicable
MPCTA

Exhibit I - Listing of Faculty Service Areas

Faculty Service Areas (FSA) List

AcSupCtr	IDS-AJ/WS
A.J.	IDS-Eth/Hist
Anthro	IDS-Eth/PolySci
Art	IDS-GEN
Auto	IDS-H/SS
Avia	IDS-SSS
Biol	IDS-WS/Art/H
Bus	IDS-WS/Couns
Chem	IDS-WS/Hist
ChildDev	IDS-WS/Ph
Coach	IDS-WS/Ph/H
ConstTec	IDS-WS/PolySci
Counsel	IDS-WS/Psyc
Dance	IDS-WS/Soc
Dental	IDS-WS/Ph
Drama	Int.Dsgn
Earth	IntStu
Econ	Libr
EltrTec	MathBA
Engl	MathDev
Engl/SS	MathSS
Engr	MathEngr
EngrTec	MedAsst
ESL	Music
Ethnic	P.E.
Fam/Cons	Phil
Fashion	Photo
Film	Phy/Astr
Fire	PolySci
Fit	Psych
Foreign	R.Estate
Geog	Sail
Hist	Sign
Hlth	Soc
HlthSvs-Nurs	Soc.Sci
Hort	Soc/Psyc
HortSP	Spch
Htl/Mtl	SpecEd
Humanities	Train
IDS-A/ES/WS	Trvl
	WS

COURSE NUMBER	TITLE	DISCIPLINE	FSA
A.J. 101	Introduction	A.J.	A.J.
A.J. 102	Comm. & Human Relations	A.J.	A.J.
A.J. 107	Criminal Law	A.J.	A.J.
A.J. 108	Instit. Corrections	A.J.	A.J.
A.J. 201	Criminal Procedures	A.J.	A.J.
A.J. 202	Introduction to Evidence	A.J.	A.J.
A.J. 203	Police Field Operations	A.J.	A.J.
A.J. 205	Writing for Criminal Justice	A.J.	A.J.
A.J. 207	Introduction to Corrections	A.J.	A.J.
A.J. 210	Introduction Judicial Process	A.J.	A.J.
A.J. 214	Fingerprinting	A.J.	A.J.
A.J. 216	Introduction to Investigation	A.J.	A.J.
A.J. 220	Juvenile Law & Procedure	A.J.	A.J.
A.J. 224	Police Defense Tactics	A.J.	A.J.
A.J. 227	Introduction Private Security	A.J.	A.J.
A.J. 230	Firearms	A.J.	A.J.
A.J. 310	Management & Media Rel.	A.J.	A.J.
Anthr 100	Intro to Anthro (Video)	Anthro	Anthro
Anthr 101	Intro to Physical Anthro	Anthro	Anthro
Anthr 102	Intro to Physical Anthrol	Anthro	Anthro
Anthr 103	Intro Archae & Prehist.	Anthro	Anthro
Anthr 120	North American Indians	Anthro	Anthro
Anthr 121	Ancient Mex. & Cent. Am.	Anthro	Anthro
Anthr 122	Cultures of Africa	Anthro	Anthro
Art 100	Introduction to the Arts	Art	Art
Art 101	History Western Art I	Art	Art
Art 102	History Western Art II	Art	Art
Art 103	History Western Art III	Art	Art
Art 114	Survey of American Art	Art	Art
Art 115	Art of Primitive Peoples	Art	Art
Art 117	Survey of Asian Art	Art	Art
Art 119	History of Architecture	Art	Art
Art 120	Design I: Two-dimensional	Art	Art
Art 121	Design II: Three Dimensional	Art	Art
Art 122	Color Fundamentals	Art	Art
Art 130	Drawing & Composition	Art	Art
Art 132	Drawing & Composition II	Art	Art
Art 133	Sketch I	Art	Art
Art 134	Sketch II	Art	Art
Art 136	Figure Drawing I	Art	Art
Art 137	Figure Drawing II	Art	Art
Art 138	Landscape Drawing & Painting	Art	Art
Art 140	Ceramics I: Handbuilding	Art	Art
Art 142	Ceramics II: Wheel Throwing	Art	Art
Art 143	Intermediate Ceramics	Art	Art
Art 144	Intro. to Glaze Experimentation	Art	Art
Art 170	Painting: Watercolor I	Art	Art
Art 171	Painting: Watercolor II	Art	Art
Art 173	Painting: Oils	Art	Art
Art 174	Painting: Acrylics	Art	Art
Art 175	Introduction to Printmaking	Art	Art
Art 176	Introduction to Monotypes	Art	Art

Art 180	Introduction to Sculpture	Art	Art
Art 182	Ceramic Sculpture	Art	Art
Art 183	Figure Sculpture	Art	Art
Art 217	Creative Child. Art	Art	Art
Art 218	Gallery Management	Art	Art
Art 220	Graphic Design I	Art	Art
Art 221	Graphic Design II	Art	Art
Art 228	Art Materials & Uses	Art	Art
Art 239	Drawing Practicum	Art	Art
Art 240	Introduction to Ceramic Production	Art	Art
Art 241	Ceramic Surface Design	Art	Art
Art 243	Alternative Throwing Techniques	Art	Art
Art 245	Introduction to Glaze Calculation	Art	Art
Art 248	Primitive Pottery	Art	Art
Art 249	Ceramic Practicum	Art	Art
Art 250	Introduction to Jewelry and Metal Arts	Art	Art
Art 251	Introduction to Enameling	Art	Art
Art 252	Introduction to Lapidary	Art	Art
Art 253	Basic Gemology	Art	Art
Art 254	Basic Stone Setting	Art	Art
Art 259	Jewelry Practicum	Art	Art
Art 260	Weaving I	Art	Art
Art 263	Weaving II	Art	Art
Art 269	Weaving Practicum	Art	Art
Art 272	Introduction to Painted Finishes	Art	Art
Art 279	Painting Practicum	Art	Art
Astro 110	Introduction to Astronomy	Astro	Astro
Astro 121	Advanced Astronomy	Astro	Astro
AutoTec 200	Introduction to Automotive Technology	Auto	Auto
AutoTec 201	Engine Repair	Auto	Auto
AutoTec 202	Basic Automotive Electricity/Electronics	Auto	Auto
AutoTec 203	Engine Performance	Auto	Auto
AutoTec 204	Advanced Electricity	Auto	Auto
AutoTec 206	Auto Brake & Safety	Auto	Auto
AutoTec 207	Transmission & Transaxle	Auto	Auto
AutoTec 208	Manual Transmission	Auto	Auto
AutoTec 209	Heating & Air Conditioning	Auto	Auto
AutoTec 210	Controls & Fuel Injection	Auto	Auto
AutoTec 211	Steering & Suspension	Auto	Auto
AutoTec 260	Trade Experience	Auto	Auto
AutoTec 310	Clean Air	Auto	Auto
AutoTec 425	Basic Car Care	Auto	Auto
AutoTec 450	Race Car Mechanics	Auto	Auto
AutoTec 451	Advanced Race Car	Auto	Auto
Avia 201	Private Pilot Safety	Avia	Avia
Avia 202	Advanced Aviation	Avia	Avia
Avia 206	Aviation Meterology	Avia	Avia
Avia 295	Instrument Ground School	Avia	Avia
Antmy 101	General Human Anatomy	Biol	Biol
Antmy 102	General Human Anatomy Lab	Biol	Biol
Antmy 151	Basic Human Anatomy & Physiology	Biol	Biol
Antmy 270	Anatomical Preparations	Biol	Biol
Biol 110	Principles of Biology	Biol	Biol

Biol 112	Botany for Beginners	Biol	Biol
Biol 113	Marine Biology	Biol	Biol
Biol 118	Natural Resource Conservation	Biol	Biol
Biol 121	Concepts in Biology I	Biol	Biol
Biol 122	Concepts in Biology II	Biol	Biol
Biol 160	Humanity & Environment	Biol	Biol
Biol 215	Field Biology & Ecology	Biol	Biol
Biol 230	Natural History of Monterey Bay	Biol	Biol
Gene 110	Introduction to Genetics	Biol	Biol
Micro 201	Applied Microbiology Lecture	Biol	Biol
Micro 202	Applied Microbiology Lab	Biol	Biol
Physl 101	General Human Physiology	Biol	Biol
Physl 102	General Physiology Lab	Biol	Biol
Busmgt 248	Principles of Management (Correspondence)	Mgmt	Bus
Bus 272	Intermediate Typing	Off. Tech	Bus
Bus 101	Financial Accounting	Acctg	Bus
Bus 102	Managerial Accounting	Acctg	Bus
Bus 118	Business Law	Bus	Bus
Bus 201	Introduction to Business	Bus	Bus
Bus 202	Introduction to Business Ownership/Mgmt	Bus	Bus
Bus 204	Business Communication	Bus	Bus
Bus 205	Professional Image	Bus	Bus
Bus 206	Administrative Office Management	Off. Mgmt.	Bus
Bus 208	Business Math	Bus	Bus
Bus 210	Personnel Management	Mgmt	Bus
Bus 212	Business Psychology	Mgmt	Bus
Bus 219	Payroll Recordkeeping	Acctg	Bus
Bus 220	Basic Accounting	Acctg	Bus
Bus 221	Computerized Accounting	Acctg	Bus
Bus 222	Computerized Accounting Applications	Acctg	Bus
Bus 225	Spreadsheet Analysis/Small Business	Acctg	Bus
Bus 226	Text Hand. Microcom.	Off. Tech.	Bus
Bus 240	Basic Income Tax Preparation	Acctg	Bus
Bus 242	Introduction to Financial Planning	Bus	Bus
Bus 245	Principles of Investment	Bus	Bus
Bus 250	Introduction to Marketing	Mktg	Bus
Bus 252	Salesmanship	Mktg	Bus
Bus 254	Advertising	Mktg	Bus
Bus 256	Retail Management I	Bus	Bus
Bus 260	Introduction to Word Processing	Off. Tech.	Bus
Bus 261	Word Processing: Individual	Off. Tech.	Bus
Bus 262	Advanced Word Processing: Individual	Off. Tech.	Bus
Bus 265	Legal Typing: Individual	Off. Tech.	Bus
Bus 266	Legal Terminology	Off. Tech.	Bus
Bus 267	Typing Skills I: Individual	Off. Tech.	Bus
Bus 268	Typing Skills II: Individual	Off. Tech.	Bus
Bus 269/CSIS 269	Keyboard for Computers	Off. Tech.	Bus
Bus 270	Introductory Typing	Off. Tech.	Bus
Bus 270	Introductory Typing I: Individual	Off. Tech.	Bus
Bus 271	Introductory Typing II: Individual	Off. Tech.	Bus
Bus 272	Intermediate Typing I: Individual	Off. Tech.	Bus
Bus 273	Intermediate Typing II: Individual	Off. Tech.	Bus
Bus 274	Advanced Typing I: Individual	Off. Tech.	Bus
Bus 275	Advanced Typing II: Individual	Off. Tech.	Bus

Bus 276	Beginning Shorthand: Gregg	Off. Tech.	Bus
Bus 277	Intermediate Shorthand I: Individual	Off. Tech.	Bus
Bus 278	Intermediate Shorthand II: Individual	Off. Tech.	Bus
Bus 279	ABC Shorthand: Individual	Off. Tech.	Bus
Bus 280	Shorthand Speed Building: Individual	Off. Tech.	Bus
Bus 283	Machine Voice Transcription: Individual	Off. Tech.	Bus
Bus 284	Legal Machine Voice Transcription: Individual	Off. Tech.	Bus
Bus 285	Business Machine Calculation: Individual	Off. Tech.	Bus
Bus 288	Office Procedures	Off. Tech.	Bus
Bus 463	Basic Desktop Publishing: Individual	Off. Tech.	Bus
Bus 464	Introduction to DOS: Individual	Off. Tech.	Bus
CSIS 100	Introduction to Data Processing & Computer Science	CompSci	Bus
CSIS 120	Computer Science – Beginning Programming	CompSci	Bus
CSIS 130	Computer Architecture	CompSci	Bus
CSIS 150	Computer Science – Advanced Programming	CompSci	Bus
CSIS 164	Cobol Programming	CompSci	Bus
CSIS 167	Fortran Programming	CompSci	Bus
CSIS 200	Software Application	CompSci	Bus
CSIS 201	Business Data Processing	CompSci	Bus
CSIS 202	Advanced Business Data Processing	CompSci	Bus
CSIS 203	Database Processing	CompSci	Bus
CSIS 227	Micro Database System	CompSci	Bus
CSIS 260	Data Processing Analysis	CompSci	Bus
CSIS 269/Bus 269	Keyboarding for Computers	CompSci	Bus
CSIS 270	Microcomputer Operating Systems	CompSci	Bus
CSIS 271	Concepts Microcomputer Operating Systems	CompSci	Bus
CSIS 272	Management Computer Operations	CompSci	Bus
CSIS273	Office Local Area Networks	CompSci	Bus
CSIS 294	Business Data Processing Projects	CompSci	Bus
CSIS 298	Computer Science – Computer Projects	CompSci	Bus
Chem 110	Everyday Chemistry	Chem	Chem
Chem 111	Fundamental Chemistry	Chem	Chem
Chem 121	General Chemistry I	Chem	Chem
Chem 122	General Chemistry II	Chem	Chem
Chem 126	Organic Chemistry I	Chem	Chem
Chem 127	Organic Chemistry II	Chem	Chem
Chem 215	Introductory Chemistry: Health Sciences	Chem	Chem
Chem 216	Organic/Biological Chemistry: Health Sciences	Chem	Chem
Chem 251	Chemical Calculations	Chem	Chem
ChildDev 100	Child Development	ChildDev	ChildDev
ChildDev 210	Principles of Working: Young Children	ChildDev	ChildDev
ChildDev 221	Art, Music, Science	ChildDev	ChildDev
ChildDev 222	Language/Perceptual: Motor Play	ChildDev	ChildDev
ChildDev 231	Child, Family, Community	ChildDev	ChildDev
ChildDev 251	Child Development Program	ChildDev	ChildDev
ChildDev 252	Child Development Program II	ChildDev	ChildDev
ChildDev 261	Health, Safety, Nutrition	ChildDev	ChildDev
ChildDev 262	Infant-Toddler Care	ChildDev	ChildDev
ChildDev 263	Exceptional Child	ChildDev	ChildDev
ChildDev 265	Communication Skills: Early Childhood	ChildDev	ChildDev
ChildDev 267	Introduction: High Scope	ChildDev	ChildDev
ChildDev 271	Administration of Child Development Program	ChildDev	ChildDev

ChildDev 451	Child Care	ChildDev	ChildDev
ChildDev 952	Child Care Lab	ChildDev	ChildDev
PE 150	Intercollegiate Basketball – Women	Coach	Coach
PE 154	Intercollegiate Softball	Coach	Coach
PE 156	Intercollegiate Volleyball – Women	Coach	Coach
PE 158	Intercollegiate Tennis – Women	Coach	Coach
PE 160	Intercollegiate Football	Coach	Coach
PE 162	Intercollegiate Basketball – Men	Coach	Coach
PE 166	Intercollegiate Baseball	Coach	Coach
PE 168	Intercollegiate Track	Coach	Coach
PE 172	Intercollegiate Golf	Coach	Coach
PE 174	Intercollegiate Swimming	Coach	Coach
PE 176	Intercollegiate Cross Country	Coach	Coach
PE 180	Introductory Physical Education	Coach	Coach
PE 220	Coaching Youth	Coach	Coach
ConstTec 110	Surveying	ConstTec	ConstTec
ConstTec 270	Inspection Bldgs/Structures	ConstTec	ConstTec
ConstTec 271	Uniform Building Code I	ConstTec	ConstTec
ConstTec 272	Uniform Building Code II	ConstTec	ConstTec
ConstTec 272	Uniform Building Code: Plan Check	ConstTec	ConstTec
ConstTec 276	Uniform Mechanical Code	ConstTec	ConstTec
ConstTec 277	National Electric Code	ConstTec	ConstTec
ConstTec 278	Uniform Plumbing Code	ConstTec	ConstTec
RoofTec 400	Roofing Technology	ConstTec	ConstTec
PE 210	Orientation Athletes	Counsel	Counsel
PersDev 210	College & Career Planning	Counsel	Counsel
PersDev 215	Weight Loss by Mail	Counsel	Counsel
PersDev 500	Orientation to College	Counsel	Counsel
PersDev 510	College & Career Planning	Counsel	Counsel
PersDev 511	Becoming Master Student	Counsel	Counsel
StdSkls 500	Orientation to College	Counsel	Counsel
StdSkls 560	Academic Strategies EOPS	Counsel	Counsel
COOP WE 400	Career Development Seminar	Counsel	Counsel
Dance 100	Introduction to Dance	Dance	Dance
Dance 101	Modern Dance I	Dance	Dance
Dance 102	Modern Dance II	Dance	Dance
Dance 110	Jazz Dance I	Dance	Dance
Dance 111	Jazz Dance II	Dance	Dance
Dance 112	Jazz Dance III	Dance	Dance
Dance 120	Ballet I	Dance	Dance
Dance 121	Ballet II	Dance	Dance
Dance 122	Ballet III	Dance	Dance
Dance 130	Intro Choreography	Dance	Dance
Dance 170	Tap Dance I	Dance	Dance
Dance171	Tap Dance II	Dance	Dance
Dance 180	Dance Production	Dance	Dance
Dance 181	Introduction to Repertory	Dance	Dance
Dental 200	Introduction to Dental Careers	Dental	Dental
Dental 201	Dental Anatomy	Dental	Dental
Dental 202	Dental Materials	Dental	Dental
Dental 203	Beginning Radiography	Dental	Dental
Dental 204	Introduction to Chairside Assisting	Dental	Dental
Dental 205	Preventive Dentistry	Dental	Dental
Dental 206	Supervised Clinical Experience I	Dental	Dental

Dental 210	Dental Specialties	Dental	Dental
Dental 211	Dental Pharmacology/Oral Pathology	Dental	Dental
Dental 212	Office Management	Dental	Dental
Dental 213	Intermediate Radiography	Dental	Dental
Dental 214	Supervised Clinical Experience II	Dental	Dental
Dental 215	Advanced Chairside Assisting/Expanded Duties	Dental	Dental
Dental 315	Registered Dental Assisting: Review and Preparation	Dental	Dental
Drama 100	Drama Appreciation	Drama	Drama
Drama 101	Introduction to Dramatic Literature I	Drama	Drama
Drama 102	Introduction to Dramatic Literature II	Drama	Drama
Drama 107	Writing for Theatre	Drama	Drama
Drama 111	Basic Voice Training	Drama	Drama
Drama 115	Beginning Acting	Drama	Drama
Drama 117	Advanced Acting	Drama	Drama
Drama 118	Mime	Drama	Drama
Drama 119	Oral Interpretation	Drama	Drama
Drama 121	Theatre Workshop I	Drama	Drama
Drama 122	Theatre Workshop II	Drama	Drama
Drama 123	Stage Lighting	Drama	Drama
Drama 124	Beginning Costuming	Drama	Drama
Drama 125	Make-Up	Drama	Drama
Drama 130	Chamber/Readers Theatre	Drama	Drama
Drama 131	Acting Improvisation	Drama	Drama
Drama 135	Musical Comedy Workshop	Drama	Drama
Drama 140	Play Production – Comedy	Drama	Drama
Drama 141	Play Production – Dramatic	Drama	Drama
Drama 142	Play Production – Musical	Drama	Drama
Drama 143	Play Production – Classical	Drama	Drama
Drama 151	Elementary Directing	Drama	Drama
Drama 152	Advanced Directing	Drama	Drama
Drama 160	Experimental Theatre – Original	Drama	Drama
Drama 161	Experimental Theatre – Comedy	Drama	Drama
Drama 162	Experimental Theatre – Dramatic	Drama	Drama
Drama 163	Experimental Theatre – Classical	Drama	Drama
Drama 175	Acting Workshop – Advanced Comedy	Drama	Drama
Drama 176	Acting Workshop – Advanced Dramatic	Drama	Drama
Drama 177	Acting Workshop – Advanced Musical	Drama	Drama
Drama 178	Acting Workshop – Advanced Classical	Drama	Drama
Drama 179	Technical Workshop	Drama	Drama
Drama 226	Theatre Management	Drama	Drama
Drama 232	Acting for the Camera	Drama	Drama
Drama 233	Stage Combat	Drama	Drama
Drama 299	Field Study in Drama	Drama	Drama
Geol 110	Introductory Geology	Earth	Earth
Ocen 110	Introductory Oceanography	Earth	Earth
Econ 100	American Economic System	Econ	Econ
Econ 101	Principles of Economics: Macro	Econ	Econ
Econ 102	Principles of Economics: Micro	Econ	Econ
Econ 103	Current Economic Issues	Econ	Econ
Elec 200	Introduction to Electronics	EltrTec	EltrTec
Elec 202	Auto Electric/Electronics	EltrTec	EltrTec
Elec 203	Elec Assembly & Rework	EltrTec	EltrTec

Elec 212	Analog Circuits	EltrTec	EltrTec
Elec 220	Digital Circuits	EltrTec	EltrTec
Elec 222	Microprocessor System Development	EltrTec	EltrTec
Elec 224	Troubleshooting Electronic Systems	EltrTec	EltrTec
Elec 210	AC/DC Circuits	EltrTec	EltrTec
Bus 203	Business English	Engl	Engl
Comm 260/Engl 260	Language of Persuasion	Engl	Engl
Engl 101	Composition	Engl	Engl
Engl 102/WS 102	Literature/Composition	Engl	Engl
Engl 105	Creative Writing I	Engl	Engl
Engl 106	Creative Writing II	Engl	Engl
Engl 112	Introduction to Short Story	Engl	Engl
Engl 113	Science Fiction	Engl	Engl
Engl 114	The Novel	Engl	Engl
Engl 116	Introduction to Poetry	Engl	Engl
Engl 120	The Bible as Literature	Engl	Engl
Engl 122	Introduction to Shakespeare	Engl	Engl
Engl 125	Soviet Russian Literature	Engl	Engl
Engl 131	Classic American Authors	Engl	Engl
Engl 132	Writers of Modern America	Engl	Engl
Engl 144	Masterpieces of Literature I	Engl	Engl
Engl 145	Masterpieces of Literature II	Engl	Engl
Engl 156	Survey of British Literature I	Engl	Engl
Engl 157	Survey of British Literature II	Engl	Engl
Engl 200	Writing with Computers	Engl	Engl
Engl 201	English Communication	Engl	Engl
Engl 205	Study of English Grammar	Engl	Engl
Engl 210	American Humor and Comedy	Engl	Engl
Engl 260/Comm 260	Language of Persuasion	Engl	Engl
Engl 281	Tutoring in English Skills	Engl	Engl
Engl 500	Individual Study/English Skills	Engl	Engl
Engl 501	Reading, Writing, Reasoning	Engl	Engl
Engl 510	Academic Skills	Engl	Engl
Engl 521	Effective Writing Skills	Engl	Engl
Engl 550/ESL 550	Lindamood	Engl	Engl
ESL 550/Engl 550	Lindamood: Spelling/Reading	Engl	Engl
W.S. 102/Engl 102	Literature/Composition – Women	Engl	Engl
Engl 207	Reading Strategies	Read	Engl
Engl 520	Effective Reading Skills	Read	Engl
StdSkls 510	Communicating in College -- EOPS	Engl	Engl/SS
Engr 100	Introduction to Engineering	Engr	Engr
Engr 120	Engineering Graphics/Descriptive Geometry	Engr	Engr
Engr 130	Engineering Statics	Engr	Engr
Engr 140	Engineering Circuits	Engr	Engr
Draft 110/Engr 110	Surveying	EngrTec	EngrTec
Draft 200	Introduction to Drafting	Draft	EngrTec
Draft 209	Introduction to Pictorial Drawing	Draft	EngrTec
Draft 210	Pictorial Drawing: Architectural/Technical	Draft	EngrTec
Draft 211	Technical Blueprint Reading	Draft	EngrTec
Draft 212	Architectural Blueprint Reading	Draft	EngrTec
Draft 215	Introduction to CAD	Draft	EngrTec
Draft 216	Advanced CAD	Draft	EngrTec
Draft 222	Technical Drawing	Draft	EngrTec
Draft 223	Descriptive Geometry	Draft	EngrTec

Draft 271	Introduction to Architectural Drafting	Draft	EngrTec
Draft 272	Architectural Working Drawings/Specifications	Draft	EngrTec
Engr 110/Draft 110	Surveying	EngrTec	EngrTec
ESL 101	Composition	ESL	ESL
ESL 102	Literature/Composition	ESL	ESL
ESL 110	Intermediate Composition for ESL	ESL	ESL
ESL 200	Intermediate Grammar for ESL	ESL	ESL
ESL 215	Reading for ESL	ESL	ESL
ESL 500	English Skills – Learn/Success	ESL	ESL
ESL 510	Intermediate Reading/Writing	ESL	ESL
ESL 516	Speaking/Listening	ESL	ESL
ESL 540	American Culture	ESL	ESL
ESL 561	Beginning English I for ESL	ESL	ESL
ESL 562	Beginning English II for ESL	ESL	ESL
ESL 563	Reading/Pronunciation I	ESL	ESL
ESL 571	Beginning English III for ESL	ESL	ESL
ESL 572	Beginning English IV for ESL	ESL	ESL
ESL 573	Reading/Pronunciation II	ESL	ESL
ESL 900	English Skills/Success/Learning	ESL	ESL
ESL 940	American Culture	ESL	ESL
ESL 950	Lindamood: Spelling/Reading	ESL	ESL
ESL 961	Beginning English I for ESL	ESL	ESL
ESL 962	Beginning English II for ESL	ESL	ESL
ESL 963	Reading & Pronunciation I for ESL	ESL	ESL
ESL 971	Beginning English III for ESL	ESL	ESL
ESL 972	Beginning English IV for ESL	ESL	ESL
ESL 973	Reading & Pronunciation II for ESL	ESL	ESL
Eth 152	Contemporary Political/Social Problems of Afro-Americans	Ethnic	Ethnic
Eth 110	Intercultural Relations in American Society	Ethnic	Ethnic
Eth 149/Hist 149	The African Experience	Ethnic	Ethnic IDS-Eth/Hist
Eth 151/Hist 151	Afro-Americans in American History	Ethnic	Ethnic IDS-Eth/Hist
Eth 161/PolySci 161	Afro-Americans in American Government	Ethnic	Ethnic IDS-Eth/Pol
Eth 105	Afro-American Arts and Jazz	Ethnic	Ethnic
Hist 149/Eth 149	The African Experience	Ethnic	Ethnic IDS-Eth/Hist
Hist 151/Eth 151	Afro-Americans in American History	Ethnic	Ethnic IDS-Eth/Hist
PolySci 161/Eth 161	Afro-Americans in American Government	Ethnic	Ethnic IDS-Eth/Pol
Cloth 115	Textiles	Fam/Cons	Fam/Cons
Cloth 211	Clothing I	Fam/Cons	Fam/Cons
Cloth 213	Tailoring	Fam/Cons	Fam/Cons
Cloth 215	Custom Dressmaking/Alterations	Fam/Cons	Fam/Cons
Cloth 216	Spinning & Dyeing	Fam/Cons	Fam/Cons
Cloth 217	Historic Textiles	Fam/Cons	Fam/Cons
Cloth 218	Flat Pattern Design	Fam/Cons	Fam/Cons
Cloth 219	Pants Pattern Adjustment/Construction	Fam/Cons	Fam/Cons
Cloth 235	Textile Design/Homecrafts	Fam/Cons	Fam/Cons
Cloth 285	Specialized Sewing Options	Fam/Cons	Fam/Cons
F/N 101	Nutrition	Fam/Cons	Fam/Cons

F/N 205	Basic Foods I	Fam/Cons	Fam/Cons
F/N 206	Basic Foods II	Fam/Cons	Fam/Cons
F/N 207	Contemporary Cooking	Fam/Cons	Fam/Cons
F/N 208/HM Mgt 208	Sanitation, Safety, Equipment	Fam/Cons	Fam/Cons
Home Ec 216	Life Management	Fam/Cons	Fam/Cons
HM Mgt 208/FN 208	Sanitation, Safety, Equipment	Fam/Cons	Fam/Cons
Fash 200	Introduction to Fashion	Fashion	Fashion
Fash 201	Fashion Merchandising	Fashion	Fashion
Fash 202	History of Fashion	Fashion	Fashion
Fash 203	Apparel Analysis & Selection	Fashion	Fashion
Fash 205	Professional Image	Fashion	Fashion
Fash 206	Fashion Accessories	Fashion	Fashion
Fash 207	Fashion Promotion	Fashion	Fashion
Fash 210	Personal Color	Fashion	Fashion
Fash 220	Microcomputer Applications in Fashion Merchandising	Fashion	Fashion
Fash 237	Business & Marketing Practices	Fashion	Fashion
Drama 105/Video 105	Film Appreciation	Film	Film
Video 105/Drama 105	Film Appreciation	Film	Film
Video 120	Intro Film/Video	Film	Film
Video 221	Film/Video Production I	Film	Film
Video 222	Film/Video Production II	Film	Film
Video 250	Screen/TV Writing	Film	Film
Video 275	Advanced Film/Video Workshop	Film	Film
FPT 200	Introduction to Fire Technology	Fire	Fire
FPT 201	Fire Behavior & Control	Fire	Fire
FPT 202	Fire Hydraulics	Fire	Fire
FPT 203	Fire Service Communications	Fire	Fire
FPT 210	Command 1A-Command for Company Officers	Fire	Fire
FPT 211	Command 1B - Hazardous Materials Command	Fire	Fire
FPT 212	Management 1 - Management for Company Officers	Fire	Fire
FPT 213	Prevention 1A – Fire Inspection Practices	Fire	Fire
FPT 214	Prevention 1B – Code Enforcement	Fire	Fire
FPT 215	Investigation 1A – Cause & Origin	Fire	Fire
FPT 216	Fire Training Techniques 1A	Fire	Fire
FPT 217	Fire Training Techniques 1B	Fire	Fire
FPT 220	Prevention 1C – Flammable Liquids & Gases	Fire	Fire
FPT 221	Investigation 1B – Investigation Techniques	Fire	Fire
FPT 401	Commanding Initial Response	Fire	Fire
FPT 403	Volunteer Fire Service Management	Fire	Fire
FPT 404	Supervision: Increasing Personal Effectiveness	Fire	Fire
FPT 405	Supervision: Increasing Team Effectiveness	Fire	Fire
FPT 406	Conducting Basic Fire Inspections	Fire	Fire
FPT 407	Building Construction	Fire	Fire
FPT 409	Fire/Arson Detection	Fire	Fire
FPT 410	Instructional Techniques for Company Officers	Fire	Fire
FPT 411	Public Fire Education Planning	Fire	Fire
FPT 420	Firefighter 1A	Fire	Fire
FPT 421	Firefighter 1B	Fire	Fire

FPT 422	Volunteer Firefighter	Fire	Fire
FPT 430	Cliff Rescue Techniques	Fire	Fire
FPT 497	Build Const/Non Combustible	Fire	Fire
Dance 182	Dance Aerobics I	Dance	Fit
Dance 183	Dance Aerobics II	Dance	Fit
Dance 186/PE 116	Flexibility/Relaxation Techniques	PE	Fit
Dance 250/PE 250	Fitness Exercise Physiology	PE	Fit
Dance 251/PE 251	Exercise Programming Skills	PE	Fit
Dance 252/PE 252	Fitness/Nutrition/Weight Control	PE	Fit
PE 109	Personal Fitness	PE	Fit
PE 110	Weight Training	PE	Fit
PE 116/Dance 186	Flexibility & Relaxation Techniques	PE	Fit
PE 200	Independent Fitness Program	PE	Fit
PE 250/Dance 250	Fitness Exercise Physiology	PE	Fit
PE 251/Dance 251	Exercise Programming Skills	PE	Fit
PE 252/Dance 252	Fitness/Nutrition/Weight Control	PE	Fit
Chin 110	Elementary Mandarin Chinese I	Foreign	Foreign
Chin 120	Elementary Mandarin Chinese II	Foreign	Foreign
Frnch 110	Elementary French I	Foreign	Foreign
Frnch 120	Elementary French II	Foreign	Foreign
Frnch 130	Intermediate French	Foreign	Foreign
Frnch 140	Advanced French	Foreign	Foreign
Frnch 525	Conversation French I	Foreign	Foreign
Frnch 526	Conversation French II	Foreign	Foreign
Germn 110	Elementary German I	Foreign	Foreign
Germn 120	Elementary German II	Foreign	Foreign
Germn 130	Intermediate German	Foreign	Foreign
Germn 140	Advanced German	Foreign	Foreign
Italn 110	Elementary Italian I	Foreign	Foreign
Italn 120	Elementary Italian II	Foreign	Foreign
Japn 110	Elementary Japanese I	Foreign	Foreign
Japn 120	Elementary Japanese II	Foreign	Foreign
Russ 110	Elementary Russian I	Foreign	Foreign
Russ 120	Elementary Russian II	Foreign	Foreign
Span 110	Elementary Spanish I	Foreign	Foreign
Span 120	Elementary Spanish II	Foreign	Foreign
Span 130	Intermediate Spanish	Foreign	Foreign
Span 140	Advanced Spanish	Foreign	Foreign
Span 225	Spanish Conversation I	Foreign	Foreign
Span 226	Spanish Conversation II	Foreign	Foreign
Span 525	Basic Conversational Spanish I	Foreign	Foreign
Span 526	Basic Conversational Spanish II	Foreign	Foreign
Arab 110	Elementary Arabic I	Foreign	Foreign
Arab 120	Elementary Arabic II	Foreign	Foreign
Geog 101	Introduction to Geography	Geog	Geog
Geog 102	Introduction to Cultural Geography	Geog	Geog
Geog 105	World Regional Geography	Geog	Geog
Geog 106/Econ 106	Economic Geography	Geog	Geog
Econ 106/Geog 106	Economic Geography	Geog	Geog
Hist 115	History of California	Hist	Hist
Hist 117	History of the U.S. I	Hist	Hist
Hist 118	History of the U.S. II	Hist	Hist
Hist 135	History of Russia to 1917	Hist	Hist
Hist 136	History of Russia from 1917 to the Present	Hist	Hist

Hist 148	History of the Middle East: 19 th Century to the Present	Hist	Hist
Hist 250	American History	Hist	Hist
Hist 299	Field Study in History	Hist	Hist
Hist 104	History of Western Europe I	Hist	Hist
Hist 105	History of Western Europe II	Hist	Hist
Hist 107	History of Modern England	Hist	Hist
Hist 111	History of Mexico	Hist	Hist
Hlth 104	Healthy Living	Hlth	Hlth
Hlth 155	Advanced First Aid & Emergency Care	Hlth	Hlth
Hlth 305	CPR for Health Professionals	Hlth	Hlth
OH 201	Introduction to Ornamental Horticulture I	Hort	Hort
OH 202	Introduction to Ornamental Horticulture II	Hort	Hort
OH 205	Trees	Hort	Hort
OH 207	Turfgrass Management	Hort	Hort
OH 211	Plant Selection and Placement	Hort	Hort
OH 212	Plant Placement and Propagation	Hort	Hort
OH 225	Landscape Design I	Hort	Hort
OH 226	Landscape Design II	Hort	Hort
OH 255	Irrigation Design and Water Economy	Hort	Hort
OH 315	Integrated Pest Management	Hort	Hort
OH 410	Successful Gardening Techniques I	Hort	Hort
HM Mgt 201	Introduction to Hospitality Industry	Htl/Mtl	Htl/Mtl
HM Mgt 202	Front Office Procedures	Htl/Mtl	Htl/Mtl
HM Mgt 203	Food Service Management	Htl/Mtl	Htl/Mtl
HM Mgt 204	Beverage Service Management	Htl/Mtl	Htl/Mtl
HM Mgt 205	Housekeeping Administration	Htl/Mtl	Htl/Mtl
HM Mgt 211	Sales and Marketing	Htl/Mtl	Htl/Mtl
HM Mgt 227	Hotel/Motel Law	Htl/Mtl	Htl/Mtl
W.S.130/Eth 130/Anth 130	Women in Cross Cultural Perspective	IDS	IDS-A/ES/WS
W.S.131/Eth 131/Anth 131	Native American Women	IDS	IDS-A/ES/WS
A.J. 218/W.S. 218	Legal Issues for Women	IDS	IDS-/AJ/WS
W.S. 218/A.J. 218	Women and Law	IDS	IDS-/AJ/WS
Gntrn 111	Gentrain	IDS	IDS-GEN
Gntrn 112	Gentrain	IDS	IDS-GEN
Gntrn 911	Gentrain	IDS	IDS-GEN
Gntrn 912	Gentrain	IDS	IDS-GEN
StdSklS 505	Applied Study Skills	IDS	IDS-H/SS
Hist 161/IDS 161	History of Science: Prehistory Through Newton	IDS	IDS-Hist/Sci
Hist 161/IDS 162	History of Science: Newton to the Present	IDS	IDS-Hist/Sci
IDS 161/Hist 161	History of Science: Prehistory Through Newton	IDS	IDS-Hist/Sci
IDS 162/Hist 162	History of Science: Newton to the Present	IDS	IDS-Hist/Sci
StdSklS 530	Basic Skills for Science (EOPS)	IDS	IDS-SSS
StdSklS 550	Introduction to Science	IDS	IDS-SSS
Art 111/Human 111/W.S. 111	Images of Women in Western Culture	IDS	IDS-WS/Art/H
W.S. 111/Art 111/Human 111	Images of Women in Western Culture	IDS	IDS-WS/Art/H
Human 111/Art 111/W.S. 111	Images of Women in Western Culture	IDS	IDS-WS/Art/H

Hist 120/W.S. 120	Women in American History	IDS	IDS-WS/Hist
Hist 121/W.S. 121/IDS 121	Women in History	IDS	IDS-WS/Hist
IDS 121/W.S. 121/Hist 121	Women in History	IDS	IDS-WS/Hist
W.S. 120/Hist 120	Women in American History	IDS	IDS-WS/Hist
W.S. 121/IDS 121/Hist 121	Women in History	IDS	IDS-WS/Hist
Phil 241/W.S. 241	Women and Religion	IDS	IDS-WS/PH
Human 140/Phil 140/W.S. 140	Introduction to Feminist Theory	IDS	IDS-WS/Ph/H
Phil 140/W.S. 140/Human 140	Introduction to Feminist Theory	IDS	IDS-WS/Ph/H
S.S. 140/Phil 140/Human 140	Introduction to Feminist Theory	IDS	IDS-WS/Ph/H
PolySci 110/W.S. 110	Women in Politics	IDS	IDS-WS/PolySci
W.S. 110/PolySci 110	Women in Politics	IDS	IDS-WS/PolySci
W.S. 106/Psych 106	Psychology of Women	IDS	IDS-WS/Psyc
Psych 106/W.S. 106	Psychology of Women	IDS	IDS-WS/Psyc
W.S. 104/Soc 104	Women/Men in Contemporary Society	IDS	IDS-WS/Soc
Soc 104/W.S. 104	Women/Men in Contemporary Society	IDS	IDS-WS/Soc
W.S. 241/Phil 241	Women and Religion	IDS	IDS/WS/Ph
Int.Dsgn 200	Interior Design I	Int.Dsgn	Int.Dsgn
Int.Dsgn 201	Interior Design II	Int.Dsgn	Int.Dsgn
Int.Dsgn 210	Housing	Int.Dsgn	Int.Dsgn
Int.Dsgn 230	Fundamentals of Lighting	Int.Dsgn	Int.Dsgn
Int.Dsgn 231	Color???????????	Int.Dsgn	Int.Dsgn
Int.Dsgn 232	Color	Int.Dsgn	Int.Dsgn
Int.Dsgn 233	Basic Materials	Int.Dsgn	Int.Dsgn
Int.Dsgn 234	Business Practices	Int.Dsgn	Int.Dsgn
Int.Dsgn 236	Interior Design Practicum	Int.Dsgn	Int.Dsgn
Int.Dsgn 250	Survey of Furniture	Int.Dsgn	Int.Dsgn
Int.Dsgn 251	Contemporary Furniture and Design	Int.Dsgn	Int.Dsgn
Int.Dsgn 275	Interior Design Workshop	Int.Dsgn	Int.Dsgn
Int.Dsgn 300	Interior Design Update	Int.Dsgn	Int.Dsgn
		Libr.Sci	Libr.Sci
		Libr.Sci	Libr.Sci
		Libr.Sci	Libr.Sci
CSIS 140/Math 140	Discrete Mathematics	Math	Math BA
Math 110	Mathematics for General Education	Math	Math BA
Math 113	Trigonometry with College Algebra	Math	Math BA
Math 116	Elementary Statistics	Math	Math BA
Math 117	Finite Mathematics	Math	Math BA
Math 118	Calculus for Biology/Social Science/Business	Math	Math BA
Math 120	Calculus with Analytical Geometry I	Math	Math BA
Math 121	Calculus with Analytical Geometry II	Math	Math BA
Math 122	Calculus of Several Variables	Math	Math BA
Math 130	Introduction to Mathematical Proofs	Math	Math BA
Math 131	Linear Algebra	Math	Math BA
Math 132	Differential Equations	Math	Math BA
Math 140/CSIS 140	Discrete Mathematics	Math	Math BA
Math 461	Algebra, A First Course	Math	Math Dev
Math 462	Plane Geometry	Math	Math Dev

Math 463	Intermediate Algebra and Coordinate Geometry	Math	Math Dev
Math 483	Review of Algebra	Math	Math Dev
Math 484	Review of Trigonometry	Math	Math Dev
Math 560	Arithmetic and Basic Mathematics	Math	Math Dev
StdSkls 520	Mathematics Skills (EOPS)	Math	Math SS
StdSkls 521	Mathematics Skills II (EOPS)	Math	Math SS
StdSkls 540	Mathematics Study Skills I (EOPS)	Math	Math SS
Math 114/Engr 114	Fortran for Scientific & Math Programming	Math	MathEngr
Math 115/CSIS 115/Engr 115	Introduction to Numerical Computations	Math	MathEngr
CSIS 115/Math 115/Engr 115	Introduction to Numerical Computations	Math	MathEngr
Engr 115/Math 115/CSIS 115	Introduction to Numerical Computations	Math	MathEngr
Engr 114/Math 114	Fortran for Scientific & Math Programming	Math	MathEngr
MA 200	Introduction to Medical Assisting	MedAsst	MedAsst
MA 201	Medical Ethics and Law	MedEthic	MedAsst
MA 205	Medical Terminology	MedAsst	MedAsst
MA 207	Interpersonal Communication	MedAsst	MedAsst
MA 210	Medical Office Clinical Techniques	MedAsst	MedAsst
MA 211	Advanced Medical Office Clinical Techniques	MedAsst	MedAsst
MA 212	Pharmacology and Human Diseases	MedAsst	MedAsst
MA 215	Medical Office Management	MedAsst	MedAsst
MA 216	Medical Office Finances	MedAsst	MedAsst
MA 218	Medical Insurance Management	MedAsst	MedAsst
MA 225	Medical Records & Transcription	MedAsst	MedAsst
MA 226	Advanced Medical Transcription	MedAsst	MedAsst
MA 227	Microbiology for Medical Assistants	MedAsst	MedAsst
MA 228	Administration of Medications	MedAsst	MedAsst
MA 230	Medical Assisting Practicum	MedAsst	MedAsst
MA 301	Medical Assistant Certification Review	MedAsst	MedAsst
MA 350	Venipuncture Theory and Technique	MedAsst	MedAsst
Music 100	Music Appreciation	Music	Music
Music 103	Introduction to Jazz and Pop	Music	Music
Music 105	Sight Singing and Ear Training	Music	Music
Music 107	Musicianship	Music	Music
Music 108	Diatonic Harmony I	Music	Music
Music 109	Diatonic Harmony II	Music	Music
Music 110	Chromatic Harmony	Music	Music
Music 116	Voice Fundamentals	Music	Music
Music 117	Voice Literature	Music	Music
Music 118	Chamber Singers	Music	Music
Music 120	Chorus I	Music	Music
Music 121	Chorus II	Music	Music
Music 130	Concert/Community Band	Music	Music
Music 132	Brass Instruments	Music	Music
Music 133	Woodwind Instrument: Flute/Beginning-Intermediate	Music	Music
Music 134	Woodwind Instruments: Sax, Clarinet	Music	Music
Music 135	Percussion Instruments	Music	Music
Music 136	String Instruments: Bass	Music	Music
Music 137	String Instruments: Beginning Guitar	Music	Music
Music 138	String Instruments: Intermediate Guitar	Music	Music

Music 154	Beginning Piano I	Music	Music
Music 155	Beginning Piano II	Music	Music
Music 156	Intermediate Piano	Music	Music
Music 157	Advanced Piano	Music	Music
Music 159	Piano Ensemble	Music	Music
Music 160	Jazz Ensemble	Music	Music
Music 164	Studio Rehearsal Band	Music	Music
Music 168	Jazz Improvisation I	Music	Music
Music 169	Jazz Improvisation II	Music	Music
Music 172	Jazz Arranging & Composition I	Music	Music
Music 173	Jazz Arranging & Composition II	Music	Music
Music 174	Jazz Piano – Beginning/Intermediate	Music	Music
Music 180	Performance Workshop: Early Music Ensemble	Music	Music
Music 181	Performance Workshop: Opera	Music	Music
Music 182	Performance Workshop: String Ensemble	Music	Music
Music 211	Music Manuscript & Notation	Music	Music
PE 100	Fencing I	P.E.	P.E.
PE 101	Fencing II	P.E.	P.E.
PE 102	Golf I	P.E.	P.E.
PE 103	Golf II	P.E.	P.E.
PE 104	Golf III	P.E.	P.E.
PE 105	Tennis I	P.E.	P.E.
PE 106	Tennis II	P.E.	P.E.
PE 107	Tennis III	P.E.	P.E.
PE 108	Skill Development for Tennis	P.E.	P.E.
PE 112	Race Walking	P.E.	P.E.
PE 114	Gymnastics I	P.E.	P.E.
PE 115	Gymnastics II	P.E.	P.E.
PE 117	Swimming I	P.E.	P.E.
PE 118	Swimming II	P.E.	P.E.
PE 119	Life Saving	P.E.	P.E.
PE 120	Water Safety Instructor	P.E.	P.E.
PE 121	Fitness through Swimming	P.E.	P.E.
PE 122	Fitness through Swimming II	P.E.	P.E.
PE 124	Badminton I	P.E.	P.E.
PE 125	Volleyball I	P.E.	P.E.
PE 126	Volleyball II	P.E.	P.E.
PE 127	Volleyball III	P.E.	P.E.
PE 128	Fundamentals of Basketball	P.E.	P.E.
PE 130	Skill Development for Baseball	P.E.	P.E.
PE 131	Skill Development for Basketball – Men	P.E.	P.E.
PE 132	Skill Development for Basketball – Women	P.E.	P.E.
PE 133	Skill Development for Football	P.E.	P.E.
PE 134	Skill Development for Golf	P.E.	P.E.
PE 135	Skill Development for Softball	P.E.	P.E.
PE 136	Skill Development for Swimming	P.E.	P.E.
PE 137	Skill Development for Tennis	P.E.	P.E.
PE 138	Skill Development for Track and Field	P.E.	P.E.
PE 286	Psychology of Winning: Tennis	P.E.	P.E.
PE 288	Elements of Football	P.E.	P.E.
PE 292	Teaching Aide – Physical	P.E.	P.E.
CSIS 114/PHIL 114	Symbolic Logic	Phil	Phil
Phil 101	Introduction to Philosophy	Phil	Phil

Phil 110	Critical Thinking	Phil	Phil
Phil 112	Introduction to Logic	Phil	Phil
Phil 114/CSIS 114	Symbolic Logic	Phil	Phil
Phil 120	Introduction to Political Philosophy	Phil	Phil
Phil 128	Moral Issues	Phil	Phil
Phil 134	Introduction to Eastern Philosophy	Phil	Phil
Phil 136	Introduction to Buddhism	Phil	Phil
Phil 138	Philosophy of Religion	Phil	Phil
Phil 150	Introduction to the Philosophy of Science	Phil	Phil
Photo 101	Photography I – Black & White	Photo	Photo
Photo 101	Photography I – Color Slides	Photo	Photo
Photo 202	Photography II	Photo	Photo
Photo 203	Photography III	Photo	Photo
Photo 204	Color Printing	Photo	Photo
Phys 110	Descriptive Introduction to Physics	Phy/Astr	Phy/Astr
Phys 121	General Physics I	Phy/Astr	Phy/Astr
Phys 122	General Physics II	Phy/Astr	Phy/Astr
Phys 131	Science & Engineering Physics I	Phy/Astr	Phy/Astr
Phys 132	Science & Engineering Physics II	Phy/Astr	Phy/Astr
Phys 133	Science & Engineering Physics III	Phy/Astr	Phy/Astr
PolySci 101	American Government & Politics	PolySci	PolySci
PolySci 102	Comparative Government	PolySci	PolySci
PolySci 103	Political Theory & Inquiry	PolySci	PolySci
PolySci 104	American Foreign Policy and World Politics	PolySci	PolySci
PolySci 105	Politics of Developing Countries	PolySci	PolySci
PolySci 107	US – USSR: Politics of Super Powers	PolySci	PolySci
PolySci 108	Theory and Practice of Communism	PolySci	PolySci
PolySci 250	American Institutions and Processes	PolySci	PolySci
Psych 101	General Psychology	Psych	Psych
Psych 125	Child & Adult Development	Psych	Psych
Psych 135	Introduction to Abnormal Psychology	Psych	Psych
Psych 140	Human Sexuality	Psych	Psych
Psych 200	Interpersonal Relations	Psych	Psych
Psych 210	Health Psychology	Psych	Psych
Psych 225	Understanding Adulthood	Psych	Psych
Psych 233	Psychology of Adjustment and Growth	Psych	Psych
RE 200	Careers in Real Estate	R.Estate	R.Estate
RE 201	Principles of Real Estate	R.Estate	R.Estate
RE 205	Real Estate Practice	R.Estate	R.Estate
RE 210	Legal Aspects of Real Estate	R.Estate	R.Estate
RE 215	Real Estate Finance	R.Estate	R.Estate
RE 225	Real Estate Economics	R.Estate	R.Estate
RE 230	Escrow Procedure	R.Estate	R.Estate
RE 235	Real Estate Property Management	R.Estate	R.Estate
RE 251	Real Estate Appraisal I	R.Estate	R.Estate
RE 255	Real Estate Appraisal II	R.Estate	R.Estate
RE 300	Real Estate Licensure Preparation	R.Estate	R.Estate
RE 501	Real Estate Mathematics	R.Estate	R.Estate
Naut Sci 145/PE 145	Basic Sailing I	Transp.	Sail
Naut Sci 146/PE 146	Basic Sailing II	Transp.	Sail
Naut Sci 147/PE 147	Racing I	Transp.	Sail
Naut Sci 148/PE 148	Cruising I	Transp.	Sail
Naut Sci 200	Introduction to Coastal Navigation	Transp.	Sail
Naut Sci 202	Piloting and Intermediate Navigation	Transp.	Sail

Naut Sci 205	Celestial Navigation	Transp.	Sail
PE 145/Naut Sci 145	Basic Sailing I	Transp.	Sail
PE 146/Naut Sci 146	Basic Sailing II	Transp.	Sail
PE 147/Naut Sci 147	Racing I	Transp.	Sail
PE 148/Naut Sci 148	Cruising I	Transp.	Sail
Sign 211	American Sign Language II	Sign	Sign
Sign 212	American Sign Language III	Sign	Sign
Sign 213	Signing Exact English I	Sign	Sign
Sign 214	Signing Exact English II	Sign	Sign
Sign 215	Signing Exact English III	Sign	Sign
Sign 230	American Sign Language I	Sign	Sign
Psych 240/Soc 240/CD 240	Effective Parenting	Soc	Soc
Soc 101	Humanity & Society	Soc	Soc
Soc 102	Contemporary Social Problems	Soc	Soc
Soc 140	Marriage & Family Life	Soc	Soc
Soc 240/CD 240/Psyc 240	Effective Parenting	Soc	Soc
CD 240/Soc 240/Psyc 240	Effective Parenting	Soc	Soc
Anthr 150 (see Soc Sci 150)	Introduction to Social Science Research Methodology	SocSci	SocSci
Econ 150 (see Soc Sci 150)	Introduction to Social Science Research Methodology	SocSci	SocSci
Psych 150 (see Soc Sci 150)	Introduction to Social Science Research Methodology	SocSci	SocSci
Soc 150	Introduction to Social Science Research Methodology	SocSci	SocSci
Soc Sci 150 (see Soc Sci 150)	Introduction to Social Science Research Methodology	SocSci	SocSci
Hist 150 (see Soc Sci 150)	Introduction to Social Science Research Methodology	SocSci	SocSci
PolySci 150 (see Soc Sci 150)	Introduction to Social Science Research Methodology	SocSci	SocSci
Psych 103/Soc 103	Introduction to Social Psychology	Soc/Psyc	Soc/Psyc
Soc 103/Psych 103	Introduction to Social Psychology	Soc/Psyc	Soc/Psyc
Eng 108/Comm 108	Beginning Reporting and News Writing	MassComm	Spch
Comm 105	Mass Media Methods	MassComm	Spch
Comm 108/Engl 108	Beginning Reporting and News Writing	MassComm	Spch
Spch 101	Introduction to Public Speaking	Spch	Spch
Spch 110	Contemporary Dialogue	Spch	Spch
Spch 151	Student Speakers' Bureau	Spch	Spch
PE 113/SpecEd 114	Adapted Physical Education	SpecEd	SpecEd
SpecEd113/PE 113	Adapted Physical Education	SpecEd	SpecEd
SpecEd 203	Introduction to Learning Disabilities	SpecEd	SpecEd
SpecEd 500	Orientation to College for Disabled Students	SpecEd	SpecEd
SpecEd 501	Developing Your Workability	SpecEd	SpecEd
SpecEd 502	Independent Living Skills	SpecEd	SpecEd
SpecEd 507	Computer Access Evaluation	SpecEd	SpecEd
SpecEd 508/Bus 508	Computer Keyboard I	SpecEd	SpecEd
SpecEd 509/Bus 509	Adapted Computer Keyboard II	SpecEd	SpecEd
SpecEd 510/Bus 510	Modified Typing I	SpecEd	SpecEd
SpecEd 511/Bus 511	Modified Typing II	SpecEd	SpecEd
SpecEd 512	Adapted Computer Literacy	SpecEd	SpecEd

SpecEd 516	Modified Data Entry	SpecEd	SpecEd
SpecEd 520	Modified Word Processing I (Wordstar)	SpecEd	SpecEd
SpecEd 520	Modified Word Processing I (Wordperfect)	SpecEd	SpecEd
SpecEd 520	Modified Word Processing I (Visually Impaired)	SpecEd	SpecEd
SpecEd 521	Modified Word Processing II (Wordstar)	SpecEd	SpecEd
SpecEd 525	Modified Computer Applications (dBase)	SpecEd	SpecEd
SpecEd 529	Modified Computer Projects	SpecEd	SpecEd
SpecEd 530	Learning Skills Assessment	SpecEd	SpecEd
SpecEd 531	Prescriptive Learning – Learning Strategies	SpecEd	SpecEd
SpecEd 531	Prescriptive Learning – Math Strategies	SpecEd	SpecEd
SpecEd 531	Prescriptive Learning – Writing Strategies	SpecEd	SpecEd
SpecEd 531	Prescriptive Learning – Reading Strategies	SpecEd	SpecEd
SpecEd 531	Prescriptive Learning – Study Skills	SpecEd	SpecEd
SpecEd 532	Reading Skills Development	SpecEd	SpecEd
SpecEd 533	Writing Skills Development	SpecEd	SpecEd
SpecEd 534	Math Skills Development	SpecEd	SpecEd
SpecEd 537	Becoming a Master Student	SpecEd	SpecEd
SpecEd 550/Spch 550	Speech/Language Assessment	SpecEd	SpecEd
SpecEd 551	Speech Production Skills	SpecEd	SpecEd
SpecEd 552	Thinking/Reasoning Skills: ABI	SpecEd	SpecEd
SpecEd 554	Communication Skills: Aphasic	SpecEd	SpecEd
SpecEd 555	Speechreading Skills	SpecEd	SpecEd
SpecEd 560	Basic Learning Skills: Deaf/Hearing Impaired	SpecEd	SpecEd
SpecEd 570	Vocational Assessment	SpecEd	SpecEd
Bus 508/SpecEd 508	Adapted Computer Keyboard I	SpecEd	SpecEd
Bus 509/SpecEd 509	Adaped Computer Keyboard II	SpecEd	SpecEd
Bus 510/SpecEd 510	Modified Typing	SpecEd	SpecEd
Bus 511/SpecEd 511	Modified Typing II	SpecEd	SpecEd
Spch 550/SpecEd 550	Speech/Language Assessment	SpecEd	SpecEd
PE 185	Prevention & Care of Athletic Injuries	P.E.	Train
PE 285	Athletic Training Field Experience	P.E.	Train
Trvl 420	Introduction to Airline Ticketing	Trvl	Trvl
Trvl 400SpecEd	Orientation to the Travel Industry	Trvl	Trvl
Trvl 404	General Tourism: Air	Trvl	Trvl
Human 100/W.S. 100	Introduction to the Study of Women	WS	WS
W.S. 100/Human 100	Introduction to the Study of Women	WS	WS
		Counseling	Counseling
		Library Sci.	Library Sci.
		Health Serv.	Health Serv.
		Nursing	Nursing