

# Follow-Up Report

March 2, 2020



Submitted by:

Yuba College  
2088 North Beale Road  
Marysville, CA 95901

Submitted to:

Accreditation for Community and Junior Colleges,  
Western Association of Schools and Colleges

## FOLLOW-UP REPORT CERTIFICATION

**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**From:** Dr. G. H. Javaheripour, President  
Yuba College  
2088 North Beale Rd  
Marysville, CA 95901

This Follow-Up Report is submitted to the ACCJC in response to the Commission's recommendation as requested in the January 25, 2019 action letter. This report demonstrates that the College and the District have worked to resolve all deficiencies and meets all standards.

I certify there was effective participation by the campus community and believe this follow-up report accurately reflects the nature and substance of this institution.

---

Dr. G. H. Javaheripour President	Date
-------------------------------------	------

---

Mr. Richard Teagarden President/Chair of the Board of Trustees	Date
---	------

---

Ms. Elena Flacks Academic Senate President	Date
---	------

---

Ms. Cassie Leal Classified Representative on the College Effectiveness and Accreditation Committee	Date
---	------

---

Mr. Jeremy Brown Accreditation Liaison Officer	Date
---	------

## TABLE OF CONTENTS

Follow-Up Report Certification .....	1
Report Preparation .....	3
ACCJC Recommendation for Yuba College .....	3
Process and Timeline for the Preparation of the Follow-Up Report.....	3
Response to Commission Action Letter .....	4
District Recommendation 1, Standard III.A.5 (Compliance).....	4
Response and Resolution .....	4
Conclusion .....	8
Sustainability and Next Steps.....	9
Appendices – Evidence Cited .....	10

## REPORT PREPARATION

### ACCJC RECOMMENDATION FOR YUBA COLLEGE

The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, took institutional action on the accreditation status of Yuba College at its meeting on January 9-11, 2019. The college received reaffirmed accreditation for seven years with a Follow-Up Report due no later than March 2, 2020, based on a comprehensive evaluation. The College received a letter from ACCJC on January 25, 2019, affirming this decision, which includes one district compliance recommendation that needs to be addressed in a Follow-Up Report [\[1.1\]](#). The letter also included the ACCJC visiting team report and findings.

### PROCESS AND TIMELINE FOR THE PREPARATION OF THE FOLLOW-UP REPORT

Following the exit report with the visiting accreditation team in October of 2018, District and College leadership met to create a work plan to address the compliance recommendation [\[1.2\]](#), [\[1.3\]](#). After receiving the official action letter, a District-Wide Writing team was established in September 2019, which included representatives from District Services as well as the Yuba College Accreditation Liaison Officer (ALO), an Academic Senate Representative, and the Executive Vice-President of Academics and Student Services. At a meeting on October 10, 2019, this District Accreditation Team established the framework for the following timeline for the completion and approval of the Follow-Up Report [\[1.4\]](#):

- November 2019 - All Standard Evidence and Narrative Completed
- December 19 - Update to the YCCD BOT
- January 2020 - College Level Completion and Approval
  - January 9: Draft Report Presentation to YCCD BOT for information
  - January 16: YC Academic Senate - 1st Read
  - January 23: YC Academic Senate - 2nd Read
- February 4, 2020 - District Review and Approval
- February 13, 2020 - Final Report Presentation to YCCD BOT
- March 2, 2020 - Due to ACCJC

Upon completion of the standard narrative responses and with the standard evidence gathered by the District Accreditation Team, the Yuba College ALO and Academic Senate Representative shared the initial draft response with the College Effectiveness and Accreditation Committee (CEAC), a representative participatory governance group with primary responsibility for accreditation related activities. At the November 8, 2019 meeting of CEAC, committee members provided feedback and guidance to update the draft report [\[1.5\]](#). The committee again reviewed the draft report at its November 22, 2019 meeting and approved it for presentation at Academic Senate and College Council in January [\[1.6\]](#).



## RESPONSE TO COMMISSION ACTION LETTER

### DISTRICT RECOMMENDATION 1, STANDARD III.A.5 (COMPLIANCE)

In order to meet the Standard, the District should follow its evaluation policies and procedures to consistently evaluate all personnel systematically and at stated intervals. Actions following evaluations should be formal, timely and documented.

#### STANDARD III.A.5

---

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

---

#### RESPONSE AND RESOLUTION

Yuba Community College District and Yuba College have addressed the compliance concerns in the above recommendation, and the organization affirms it will sustain the changes and improvements to continue to meet the standard. The District and College have addressed the compliance recommendation through actions that have included the following:

- 1) The development of an automated evaluation notification and tracking process
- 2) The development of an *Evaluation Policies and Processes* document
- 3) Training and professional development on the new processes for stakeholders
- 4) Ongoing work of the district *Faculty Evaluation Task Force*
- 5) An application and award of an *Institutional Effectiveness Partnership Initiative* (IEPI) partnership resource team visit and grant to support ongoing Human Resource process improvement efforts.

---

#### IMMEDIATE RESPONSE TO CORRECT ALL PAST DUE EVALUATIONS

During the October 11, 2018 Exit Report, the Evaluation Team Chair suggested there would be a District-level Compliance Recommendation in the forthcoming report related to Standard III.A.5. Based upon that information, the Colleges and District took immediate action to complete all past due evaluations.

#### Specific Actions Included:

- On October 12, 2018, Chancellor's Cabinet members were directed to resolve all past due evaluations and to develop and implement an automated audit protocol ensuring the accuracy of the evaluation database.

- On October 15, the Yuba College President’s Cabinet met to discuss a process for correcting inaccurate records and completing past due evaluations [[1.2](#)].
- On October 15, 2018, District and College leadership met to create a work plan to address the compliance recommendation [[1.3](#)].
- On December 10, 2018, the Yuba College President provided an update to the ACCJC and in that memo cited corrected 2017-2018 evaluation rates. Erroneous data had been provided to the External Evaluation Team during the October 8-11 site visit [[1.7](#)].
- HR worked with IT on August 21, 2019 to finalize the evaluation reminder process that is sent to Managers through an automatic notification system [[1.8](#)].
  - If an evaluation is overdue, an overdue notification through the automation notification system will be sent to the Supervisor, Supervisor’s Supervisor, the Chief of Human Resources, College Presidents and College Vice Presidents on a weekly basis until the evaluation has been completed and entered into Colleague.
  - If an evaluation is 30+ days overdue, an overdue notification through the automation notification system will continue to be sent to the Supervisor, Supervisor’s Supervisor, the Chief of Human Resources, College Presidents and College Vice Presidents on a weekly basis but will include Cabinet on a monthly basis until the evaluation has been completed and entered into Colleague.
  - Chief Human Resources Officer will add a monthly agenda item of overdue evaluations for discussion in Cabinet.
- From August to October 2019, the new automated evaluation notification process designed by IT was implemented districtwide and multiple validation checks were performed on the automated evaluation reports to ensure data integrity [[1.9](#), [1.10](#), [1.11](#)].
- On October 29, 2019, the Chancellor’s Cabinet reviewed and provided feedback on the new Evaluation, Policy and Processes document, evaluated how the automated evaluation notification process was working, discussed additional validation actions, and identified next steps for training and professional development [[1.12](#), [1.13](#)].
- As of February 5, 2020, the majority of past due evaluations had been completed and a plan is in place to complete the remaining past due evaluations prior to the deadline for submission of this follow-up report [[1.14](#)].

---

## AUTOMATED NOTIFICATION AND TRACKING PROCESS

To rectify the process and communication gap that was identified, an automated notification and tracking process was developed and implemented beginning in August 2019 [[1.8](#)]. This new procedure ensures that managers are aware of all due dates for upcoming evaluations and identifies any evaluations not completed by the due date. It also ensures that evaluations more

than 30 days past due are regularly communicated to the Chancellor's Cabinet via a report that is generated monthly so that leadership is aware of past due evaluations and can address any delays in a timely manner [[1.9](#), [1.10](#), [1.11](#)].

For faculty evaluations, the reminder process notifies the College President, Vice President, Deans, Academic Senate President, and Human Resources of all scheduled evaluations 150 days prior to the evaluation due date. The report is run monthly. A second report is run for each location by supervisor that documents all evaluations due in 60 days. This is sent to the Chief Human Resource Officer, managers and the Academic Senate President. A third evaluation report is sent to the Chancellor's Cabinet and is generated monthly. This report documents all faculty evaluations that are 30 days or more overdue.

A similar process is used for classified employees and all managers. A report showing evaluations due in 90 days is run weekly and is emailed to the appropriate supervisor. A second report is also run weekly and documents all evaluations due in 90 days by location and is sent to the College President and Vice President. Evaluations due in 30 days by location is generated for each supervisor and Human Resources. A past due report that summarizes late evaluations by location is emailed to the Chief Human Resources Office, College President and College Vice President and is run weekly. Finally, a report is generated monthly for the Chancellor's Cabinet and lists any evaluation that is more than thirty days past due.

As completed evaluations are received, Human Resources enters the date the evaluation was completed, evaluation rating, and the due date for the next evaluation in Colleague. This procedure establishes the next evaluation date in the Colleague system.

---

## EVALUATION POLICY AND PROCESSES DOCUMENT

During the Fall 2019 semester, the Office of Human Resources created an *Evaluation Policy and Processes* document that codifies the following: 1) the evaluation timelines for all categories of employees in the District; 2) the process that is now utilized for generating evaluation reports and notifications; 3) the College and District responsibilities for auditing reports and processing corrections; and 4) procedures for monitoring past due evaluations by upper management to ensure completion and sustainability of the process. This document defines roles and responsibilities and establishes timelines to ensure that everyone understands the new evaluation procedures. Clarifying responsibilities, regular communication of due dates, and monitoring past due evaluations will ensure that the District continues to evaluate all personnel systematically and at stated intervals [[1.13](#)].

---

## TRAINING/PROFESSIONAL DEVELOPMENT AND FACULTY EVALUATION WEB PAGE

The Yuba Community College District and Yuba College have consistently provided trainings to managers, faculty and staff regarding the evaluation process at YCCD. The trainings typically cover topics such as the elements and philosophy of performance management, laws and

regulations, the evaluation cycle and YCCD processes, evaluation guidelines, best practices, and forms and submission deadlines. The District also belongs to a training consortium that regularly offers webinars on topics useful to managers, which include managing performance through evaluation. More recent College and District trainings include:

- Two Evaluation Trainings for Faculty at Yuba College on 9/26/18 [[1.15](#), [1.16](#)]
- Evaluation Training for the District Management Council on 12/12/18 [[1.17](#)]
- Evaluation Training for Faculty and Administration at Yuba College on 1/8/19 [[1.18](#)]
- Evaluation Training for Classified Staff at Yuba College on 7/11/19 [[1.19](#)]
- Evaluation Training for Administrators at Yuba College on 10/13/19 [[1.20](#)]

Human Resources has recently created a Faculty Evaluation web page. This page contains training materials, upcoming training dates, and faculty evaluation packets [[1.21](#)].

---

## FACULTY EVALUATION TASK FORCE

In 2015-2016, the District and Colleges recognized the need to enhance the evaluation instrument and protocols for full-time faculty. Work on this project commenced through the establishment of a Faculty Evaluation Task Force led by the Chief Human Resources Officer. The task force was composed of representatives from the Yuba College (YC) and Woodland Community College (WCC) Academic Senates, the full-time faculty association (FAYCCD), a Vice President from one of the colleges, and the Chief Human Resources Officer [[1.22](#)].

The goal of the Faculty Evaluation Task Force was to create a more robust and rigorous evaluation instrument for full-time faculty within the purview of the FAYCCD collective bargaining agreement. The Task Force began development of a comprehensive evaluation instrument that focused on professional development and continuous growth and improvement for faculty.

Building on the framework articulated in the collective bargaining agreement, the Task Force enhanced the evaluation instrument to provide for more rigor and self-reflection. Furthermore, the enhanced instrument provides an opportunity for faculty collaboratively to develop a blueprint for professional growth and development. The YC and WCC Academic Senates, together with FAYCCD, proposed and approved a multi-year pilot implementation of the evaluation plan. The District began the pilot implementation during the 2015-2016 academic year, and during the second year (2016-2017), the pilot was expanded to include all contract/non-tenured track faculty. During the third year of the pilot, tenured/non-tenured faculty were included [[1.23](#)]. The District fully implemented the evaluation instrument during the 2018-2019 year, and the Faculty Evaluation Task Force has recently been re-convened to continue work to refine and improve the protocols.



---

## IEPI PARTNERSHIP RESOURCES TEAM VISIT & GRANT

The District recognized that it needed assistance with developing new processes, professional development, and resource tools to improve institutional effectiveness. On October 16, 2018 the Yuba Community College District submitted a letter of interest requesting an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team(PRT) Visit and subsequently applied for an IEPI grant [[1.24](#), [1.25](#)].

The primary purpose for the grant is to support the Human Resource (HR) process improvement work that has been a major focus for District Services. The District has been reviewing existing processes, documenting process flows, developing digital forms and providing automated workflow capabilities. In addition to the automated evaluation reminders, Information Technologies (IT) and HR have partnered to move HR forms into Team Dynamix for digital workflows and work order management providing internal stakeholders visibility into all requests being submitted for Human Resources routing and approval. This project will also include migrating employee self service functions from our current WebAdvisor platform to the new Colleague Self Service application. As part of the above HR system implementation and process flow improvements, our performance evaluation process and procedures will be in the second phase of the PRT Initiative.

In addition to funding the business process work the PRT grant also provides professional development opportunities for HR staff to obtain a better understanding of how to best configure and utilize the Colleague Enterprise Resource Planning (ERP) system.

---

## CONCLUSION

To conclude, the comprehensive evaluation processes and criteria necessary to improve performance and support the College's and District missions are in place and are regularly and consistently conducted for all employee groups. The District and Colleges support the ongoing development and improvement of all employees through evaluations. Actions following evaluation are formal and timely and the College evaluates personnel systematically and at stated intervals as directed in Board Policy 7150 and collective bargaining agreements [[1.26](#), [1.27](#), [1.28](#), [1.29](#)].

Administrators, staff, and faculty are systematically evaluated to ensure each employee satisfactorily performs assigned job duties and participates in professional development. The evaluation processes effectively assess personnel and encourage improvement, as well as provides for formal, timely, and accurate documentation of evaluation criteria, processes and results.

The automated notification and tracking system ensures clear and consistent communication of deadlines and provides an effective way to ensure all personnel are evaluated at stated

intervals. All evaluations are current and the Chancellor's Cabinet will monitor the overdue evaluation reports on an ongoing basis to ensure sustainability. The College and District have resolved the deficiency noted in the compliance recommendation and has met Standard III.A.5.

---

## SUSTAINABILITY AND NEXT STEPS

The District will continue to evaluate all employees in a timely manner and offer professional development and evaluation training on a regular cycle. The process is documented and is sustainable through the implementation of the automated notification and tracking system. As noted above, the College and District meet the Standard, but the following steps will ensure sustained compliance and continuous improvement:

NEXT STEPS			
Action	Responsible	Status	Completion Date
Record trainings and upload to District HR Webpage.	Office of Human Resources	In-process	Ongoing
Continue to audit and correct evaluation due dates in the ERP for automated reports, particularly with regard to faculty.	CHRO	In-process	Ongoing
Complete Letter of Intent for next phases of IEPI Technical Assistance project.	CHRO	In-process	December 2019
Explore joint training for faculty evaluators conducted by Academic Senate leadership and College administration.	Faculty Evaluation Task Force	In-process	Spring 2020
Review bargaining unit evaluation contract language to determine if updates need to be negotiated to improve clarity, efficiency, and/or quality of the process.	CHRO	In-process	Spring 2020
Provide evaluators training on all evaluation reports available in Answers and ensure all managers have access to these reports.	CTO or Designee	In-process	Spring 2020

## APPENDICES – EVIDENCE CITED

- 1.1 – [ACCJC Action Letter 20190125](#)
- 1.2 – [PC Meeting 20181015](#)
- 1.3 – [YCCD Leadership Meeting 20181015](#)
- 1.4 – [YCCD DAT Minutes 20191010](#)
- 1.5 – [CEAC Minutes 20191108](#)
- 1.6 – [CEAC Minutes 20191122](#)
- 1.7 – [Status Update Report to ACCJC 20181210](#)
- 1.8 – [HR Evaluation Reminder Workflow](#)
- 1.9 – [90 Day Evaluation Reminder](#)
- 1.10 – [Evaluation Reminder – Classified](#)
- 1.11 – [Evaluation Reminder – Faculty](#)
- 1.12 – [Chancellor’s Cabinet Minutes 20191029](#)
- 1.13 – [Evaluation Policy and Processes](#)
- 1.14 – TBD
- 1.15 – [YC Evaluation Training 20180926 AM](#)
- 1.16 – [YC Evaluation Meeting 20180926 PM](#)
- 1.17 – [District Management Council Evaluation Training 20181212](#)
- 1.18 – [YC Evaluation Training 20190108](#)
- 1.19 – [Classified Evaluation Training 20190711](#)
- 1.20 – [Yuba College Admin Team Training 20191013](#)
- 1.21 – [Faculty Evaluations YCCD](#)
- 1.22 – [Faculty Evaluation Taskforce Meeting Minutes](#)
- 1.23 – [Faculty Evaluation HR Memo](#)
- 1.24 – [YCCD IEPI PRT Letter of Interest](#)
- 1.25 – [IEPI Innovation and Effectiveness Grant Agreement](#)
- 1.26 – [BP 7150 Evaluations](#)
- 1.27 – [CSEA Evaluation Article](#)
- 1.28 – [YC-AFT Evaluation Article](#)
- 1.29 – [FAYCCD Evaluation Article](#)

January 25, 2019

Dr. G.H. Javaheripour, President  
Yuba College  
2088 North Beale Road  
Marysville, CA 95901

Dear President Javaheripour:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 9-11, 2019, reviewed the Institutional Self Evaluation Report (ISER) and evidentiary materials submitted by Yuba College. The Commission also considered the External Evaluation Team Report (Team Report) prepared by the peer review team that conducted its onsite visit to the College October 8 - 11, 2018. The Commission considered the written response to the evaluation team report that you submitted prior to the Commission meeting, your spoken testimony and that of Chancellor Douglas Houston, President Michael White, and Chief Human Resources Officer Donald Grady. The Commission found these additional perspectives to be helpful.

The purpose of this review was to determine whether the College continues to meet ACCJC's Eligibility Requirements, Commission Policies, and Accreditation Standards (hereinafter, the Standards). Upon consideration of the written and oral information noted above, the Commission acted to **Reaffirm Accreditation for seven years and require a Follow-Up Report, due no later than March 2, 2020.**

#### Commendations

The Commission recognizes the exemplary performance of Yuba College in the following areas. Commendations signify practices for which the Commission believes the institution has exceeded standards.

**Commendation 1:** The team commends the College for creating and encouraging innovation leading to institutional excellence. College leaders support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participation processes are used to assure effective planning and implementation. (IV.A.1)

**Commendation 2:** The team commends the CEO and the College Community for their innovative efforts with communities served by the institution by developing partnerships that support the ongoing needs of students. The CEO communicates effectively with the internal and external communities served by the institution. This has led to a productive and collegial working environment. (IV.B.6)



### Compliance Requirements

The Commission also determined that the College must demonstrate compliance with the following Standards, as identified in the District recommendations. This demonstration must be addressed in the required Follow-Up Report.

**Standard III.A.5 (District Recommendation 1):** In order to meet the standard, the District should follow its evaluation policies and procedures to consistently evaluate all personnel systematically and at stated intervals. Actions following evaluations should be formal, timely, and documented.

In accordance with federal regulations, compliance requirements must be addressed and the institution must demonstrate that it aligns with Standards within two years<sup>1</sup>.

### Recommendations for Improving Institutional Effectiveness

The Team Report noted District Recommendation 2 and College Recommendation 1 for improving institutional effectiveness. These recommendations do not identify current areas of deficiency in institutional practice, but consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to the advice contained in the peer reviewers' recommendations. The Commission anticipates that you will bring them and the team's full report to the attention of your institution for serious consideration. In the Midterm Report, the College will include actions taken in response to the peer review team's improvement recommendations.

### Next Steps

The Team Report provides details of the peer review team's findings. The guidance and recommendations contained in the Report represent the best advice of the peer review team at the time of the visit but may not describe all that is necessary for the college to improve or to come into compliance. A final copy of the Team Report is attached.

The Commission requires that you disseminate the ISER, the Team Report, and this letter to those who were signatories of the ISER and that you make these documents available to all campus constituencies and the public by placing copies on the College website. Please note that in response to public interest in accreditation, the Commission requires institutions to post current accreditation information on a Web page no more than one click from the institution's home page. In keeping with ACCJC policy, the Commission action will also be posted on the ACCJC website within 30 days of the date of the Commission's action.

On behalf of the Commission, I wish to express appreciation for the diligent work and thoughtful reflection that Yuba College undertook to prepare for this evaluation. These efforts confirm that peer review can well serve the multiple constituencies of higher education by both ensuring and encouraging institutional quality and effectiveness.

---

<sup>1</sup> For more information, refer to the Commission policy on "The Two-Year Rule and Extension for Good Cause" on the ACCJC website at <https://accjc.org/eligibility-requirements-standards-policies/>.

Yuba College, page 3

If you have any questions about this letter or the Commission's action, please feel free to contact me or the vice president that has been assigned as liaison to your institution.

Sincerely,

A handwritten signature in blue ink, appearing to read "Richard Winn", with a long horizontal flourish extending to the right.

Richard Winn, Ed.D.  
President

RW/tl

cc: Dr. Douglas Houston, Chancellor  
Mr. Jeremy Brown, Accreditation Liaison Officer

## **President's Cabinet – Accreditation Debrief Discussion**

Monday, October 15, 2018

9:00 AM

**Present:** Javaheripour, Michel (Recorder), Bagley, Brown, Johnson, Otten, Spencer, Tweed, Vannucci, Zermeno

- Congratulations to all for working so hard and accomplishing so much. Next steps is to continue work on SLO and DE.
- Make an appointment for GH with Mathew Lee and Jeremy Brown to request IEPI PRT Visit.
- IEPI Grant application due this week, Jeremy and Carla working with Tonya Mack to submit.
- 13 compliance findings in 2011 to 1 compliance finding in 2018. We have done well.
- Meeting today with district team, led by Sandra Mayo to begin work on Evaluation compliance recommendation. Chancellor believes IT Crosby can identify a platform, then college will push for delinquent evaluations for faculty staff and administrators complete by end of November 2018.
- Evaluations is a workload matter, especially for Deans without managers.
- Questions for today's discussion: What tool for managers, classified and faculty, list of outstanding classified.
- GH wants to be at peace, when district gives us the tools, we will get it done. 2017-2018 evaluations not 2018-2019.
- Commission meets on January 7, 2019. We can submit a supplemental "Corrections of Facts" report to Chair, indicating recommendations are complete.
- 18 classified, 1 confidential, 4 supervisors, 8 faculty, 33 adjunct not completed on HR updated list. PC agreed these numbers are doable by the end of November.

# 20181015 - Employee Evaluation Processes

Monday, October 15, 2018 1:00 PM

**Present:** Donald Grady, Renee Hamilton (Recorder), GH Javaheripour, Phillip King, Daren Otten, Cathy Richter, Pahua Vue, Michael White

- **Lesson Learned:** When one of the college requests information about a process, then do the same thing for the other institution.
- Clarified that we are talking about delinquent evaluations for the 2017-18 cycle. Delinquent evaluations need to be done by November 18. One issue is that we did not have agreement between the college and district Office about which evaluations had been completed and which had not.
  - Faculty
  - Adjunct Faculty
  - Classified
  - Confidential
  - Supervisors
- Current Process: As completed evaluations are received, HR enters the date the evaluation was completed and the due date for the next evaluation in Colleague. There are times the colleges turned in evaluations but they are not sure HR gets them.
- The employment groups are not on the same cycle. There is language in the faculty CBAs that govern the evaluation cycle. It was agreed that if there was not a way to do the evaluations within the contract, then we will set up a plan for how we will do it in the spring. We need to show how we are getting this done and that we have accurate data. We want to work within the contracts.
- Adjunct:
  - YC-AFT: Article 11.10 of the YC-AFT CBA says if it was not done within the timeline, then the evaluation shall be assumed to be satisfactory and future evaluations will be scheduled in the next rhythm. In some cases that would be 3 years from now. It was agreed that HR will develop a form that acknowledges this. The form should say something such as, "In accordance with Article 11.10, this certifies tacit evaluation of the faculty member named below." The supervisor will sign the certification form. For adjunct it is very important that they are being evaluated and someone is looking at the quality of their work.
  - With the exception of Adjunct, if it is coming out of Colleague then they are active. Adjunct don't always teach but stay active for three years.
  - Adjunct Seniority: How will we know if we offered a load to adjunct and it was canceled versus they turned down a load? That is up to the dean to know. HR will not know. HR has the seniority list, but the College needs to let HR know if they should be removed. HR only knows if they have been active in the system within the last three years.
  - There are limitations around what counts for seniority. Don't think our list reflects what the contract says. We need to create some common practices around that. Phillip we create an offer letter that is very delayed. Concern that any offer we make to adjunct could be a contractual commitment. We need a tighter, more automated way to share the information.
- Managers:
  - Managers are on a fiscal cycle. Under ESA it was every two years. If they were evaluated in 16-17, then they were not due for 17-18.
  - Do confidential employees fall in the management group? Confidential employees are covered in the management handbook.
- CSEA:
  - The contract has a two-year rotation after the employee is granted permanency. It permits an off-cycle evaluation with a minimum of 24-hours' notice. We may need to use the 24-hour notice to catch up.
  - Probationary employees are due on the 5th and 11th month of hire. Are 10-month and 11-



- month employees considered a year? Pahua will check. Typically they don't work June and July.
- If they are evaluated off cycle, when would the next in-cycle date occur. Does it start the clock over again? We do not have a concrete answer for that.
  - The CBA does not speak to whether it is on a fiscal cycle or on their anniversary.
  - **Letter to ACCJC:**
    - The Presidents will see what the team is sending to ACCJC. They will then have an opportunity to compare that to what ACCJC sends out in February. The Chancellor has seen situations in which ACCJC accepted corrections before the February letter went out.
    - Javaheripour, White, and Mayo will work together to compose a response to the evaluation recommendation. We might be better served to demonstrate an improved process. The best thing would be to show that we are expediting the move to automation. Mayo said it may require consultation. She preferred to explain the process we put in place to ensure it will not happen again and add that for the future we are looking at automation. We need to have some options in place for when the Chancellor returns.
  - **Next Steps:**
    - HR:
      - Develop an Excel workbook for WCC (without LCC), LCC, and YC that has all the information for each group in a different tab. Each tab will list the employees who were due for evaluations in 2017-18 but not evaluated. All lists will be sent in one email to College Presidents, VPs, and VCEP.
      - Develop form certifying that adjunct faculty member received tacit evaluation per YC-AFT Article 11.10
      - Provide a list of every employee, when the last evaluation was done, and when next one is due.
    - Colleges:
      - For adjunct determine if they had a load when HR says their evaluation was due; the colleges will need to note that on the list with "N/A."
      - If evaluation was complete in 2017-18, send a signed copy to HR
      - For adjunct, identify adjunct who should be removed from the "active" list
    - Javaheripour, White, Mayo will draft the letter to ACCJC
    - Mayo will bring in IT to address automation



**Thursday, October 10, 2019**  
**District Accreditation Team**

**TIME: 1:00 – 2:00 PM**

**LOCATION: DO Room 202 / WCC Room 114 / YC Room 4/ CCC Confer**

**ZOOM:**

**Phone: : 1-669-900-6833**

**Meeting ID: 579 693 079**

**PRESENT: Jeremy Brown, Devin Crosby (first 15 minutes), Pahua Vue for Donald Grady, Christopher Howerton, Brian Jukes, Sonja Lolland (Chair), Don Palm, Carla Tweed**

**NOT PRESENT: Julie Brown, Marlin Davies**

**RECORDER: Renee Hamilton**

- 
1. **Call to Order:** The meeting was called to order at 1:03 p.m.
  2. **Timeline:** After reviewing the timeline presented at the September 12, 2019 Board meeting, the consensus was that the timeline is still good. All we need to add are the WCC and YC Academic Senate meeting for the first and second reading in January-early February.
    - September, 2019 – District-Wide Writing Team Established
    - November, 2019 – All Standard Evidence and Narrative Completed
    - December, 2019 – First Full Draft Completed
    - January, 2020 – College-Level Completion and Approval
    - February 4, 2020 – District-Level Review and Approval
    - February 13, 2020 – Final Report Presentation to YCCD BOT
    - March 2, 2020 – Due to ACCJC

**Assignments:**

- **Howerton** will send the two WCC Senate meeting dates to Hamilton to add to the timeline.
  - **Hamilton** will contact Elena Flacks to get the YC Senate meeting dates
3. **ACCJC Guidelines for Preparing Institutional Reports:** The team discussed the format they would use in preparing the Follow-Up Report and agreed to go with the following elements:
    - 1) **Cover Sheet**
    - 2) **Certification Page**
    - 3) **Table of Contents**
    - 4) **Report Preparation:** *This section describes the process of report preparation and identifies those who were involved in its preparation.*
    - 5) **Response to the Commission Action Letter:** *Each deficiency identified by the Commission in its action letter must be resolved. The Report must provide a narrative analysis and evidence that demonstrates the institution has addressed each recommendation and resolved the associated deficiencies. It must also demonstrate that the Standards are met and affirm that the institution will sustain the changes/improvements.*

**SUGGESTED HEADINGS FOR THIS SECTION:**

- Compliance Recommendation
  - Standard
  - Response and Resolution
  - Sustainability and Next Steps
- 6) **Appendices – Evidence**

4. **Example Reports:** The team was asked to review the reports provided by Lolland.

5. **YCCD Draft Follow Up Report:**

- Lolland reminded everyone that this was a first draft and she would be meeting with Grady, Vue, and Gaytan to further develop it. Following that, the colleges will add their piece. The Standard III.A. narrative should be completed in November so the colleges can work on it in December. The colleges will speak to what actions they are taking. Jukes noted that the colleges will want to use the same basic components and evidence.
- Crosby noted there was a more recent version of the flow charts and would send them to Grady.
- It is important that the evaluation report is accurate when we submit the plan to ACCJC.
- Crosby noted one of the issues with the evaluation report is that faculty evaluations show as being due on the first day of the semester, which causes them to appear to be overdue.
- Some errors are showing because the part-time faculty are no longer teaching or became full-time. These and other errors will need to be resolved by the dean contacting HR.
- Another issue is that HR needs to keep part-time faculty in the system for six semesters. Vue is working with Carid Servin to clean up faculty at WCC. Tweed said she would ask the YC deans and their administrative secretaries to work with HR to clean up the report.
- Sustainability: How do we sustain updating the evaluation report in a systematic way?  
Suggestions:
  - Develop a procedure handbook, policy, or operational process
  - Conduct a gap analysis
  - Ensure completed evaluations are accurately recorded in the report
  - Provide extra manpower at the end of the semester to update the report
  - Change the due date in the system to 30 days later than the actual due date to allow time to update the report
  - Perhaps make completion of direct reports' evaluations part of the administrator's evaluation
- Items to add to Follow-Up Report:
  - Narrative on the work with IEPI PRT
  - Narrative about progress to date
  - Need to show sustainability
  - Describe timeline: met to review ACCJC team feedback on 10/15/2018, created report, drafted process, applied for IEPI grant, had two IEPI visits and from those visits we did this, provided training on new forms, DMC training
  - The colleges will speak to what actions they are taking
  - Evidence:
    - IEPI application
    - Notes from 10/15/2018 review meeting
    - Charts showing how many evaluations were completed/not completed
    - Action plan with projected completion date (will include actions/dates from District Services perspective, so the colleges can drop in their dates)

**Assignments:**

- Hamilton will set up an Outlook 365 Group for the District Accreditation Team (DAT) and send out calendar invitations for upcoming meetings
- Crosby will send the most current version of the flow charts to Grady and Vue
- Hamilton will schedule a meeting for Lolland and the HR Team to work on the District draft
- Tweed will ask the YC deans and their administrative secretaries to work with HR to clean up the evaluation report

6. **Future Meeting Dates:** The team is scheduled to meet on the following dates.

- Friday, November 22 at 3-4 p.m.
- Friday, December 6 at 4-5 p.m.
- Friday, December 13 at 4-5 p.m. (only if needed)
- Thursday, December 19 at 2-3 p.m. (only if needed)
- Friday, January 24 at 4-5 p.m.

The meeting concluded at 1:47 p.m.

## **CEAC Committee (Friday, November 8, 2019)**

Generated by Crystal Ferrer on Friday, November 8, 2019

### **Meeting called to order at 1:01 PM**

Committee Members Present: Julie Colombo (co-chair), Shawn Frederking, Martin Gutierrez, Cassie Leal, Brian Jukes

Members Absent: Jeremy Brown (co-chair), Roy Martin, Walter Masuda, Tammy Pack

### **1. Opening Items**

Information, Procedural: 1.01 Approve Agenda

Approved

Minutes, Procedural: 1.02 Approve minutes

Approved

### **2. Reports**

Information: 2.01 Emerging Issues

Information: 2.02 Guided Pathways

Information: 2.03 Strategic Enrollment Management

Cassie Leal was not present at the previous meeting. The Strategic Enrollment Management Coaches will be visiting Yuba College on November 14, 2019, and will be doing workshops that are open to the campus. The Coaches will spend time in the morning with just the Strategic Enrollment Management group to discuss research being done and models that are being created.

Information: 2.04 Workgroup Updates

### **3. New Business**

Action: 3.01 Finalize 19-20 Guide to IPIE

Approved

Discussion: 3.02 Update on the ACCJC Follow-Up Report

The committee reviewed the timelines for the follow-up report. The first full draft should be completed by January 26, 2020. The next meeting of the District writing team will be held on November 22, 2019, at 3:00 pm, during which the team hopes to have the narratives completed. A draft will be completed by December and ready to present to the Yuba College Academic Senate on January 16, 2020. The committee then reviewed the follow-up report draft and discussed the highlighted areas. The committee discussed including Classified Professional Development dates from August 2019 to reflect classified training on evaluations. The committee agreed to review the documents and email responses to Jeremy Brown, Julie Colombo, and Brian Jukes with a courtesy copy sent to Crystal Ferrer by Thursday, November 14, 2019.



Discussion: 3.03 Review Integrated Planning Model

Shawn Frederking and Brian Jukes discussed the State-sponsored event discussion on participatory government. One area of need that was identified was the reporting structure within the participatory governance model. Some committees report to both College Council and Academic Senate, and further discussion is needed as to what is reported and recommended to each. The College Governance Handbook should delineate what is reported to Academic Senate and College Council. The committee charter templates should also be considered and perhaps amended.

The committee discussed the different plans and committees and how they fit into a narrative that goes with the Integrated Planning Model. The committee discussed the meaning of making the students at the center of the Integrated Planning Model. The committee asked how Yuba College can increase student success with these plans and committees, and how it can be streamlined and modified based on how they are used and needed. The committee need to further discuss how best to visualize and streamline the missions and committees and perhaps how best to combine responsibilities.

**4. Closing Items**Information: 4.01 Future agenda topics

The next meeting will take place on Friday, November 22, 2019, from 1:00-2:30pm in Room 303.

**CEAC Committee (Friday, November 22, 2019)**

Generated by Crystal Ferrer on Friday, November 22, 2019

**Meeting called to order at 5:21 PM**

Members present: Jeremy Brown (co-chair), Julie Colombo (co-chair), Shawn Frederking, Martin Gutierrez, Brian Jukes, Roy Martin

**1. Opening Items**

Information, Procedural: 1.01 Approve Agenda

Approved

Minutes, Procedural: 1.02 Approve minutes

**2. Reports**

Information: 2.01 Emerging Issues

Woodland Community College received a Financial Aid audit. A few of the findings are about consumer information, which must be available to students and provided each fall. Some findings may have monetary consequences for Woodland Community College, however, the college does not yet know how much that may be. A consumer information webpage has been created on the Yuba College website (<https://yc.yccd.edu/about/consumer-information/>) in response to these findings at Woodland Community College. Other findings from the audit are about a return to Title IV. Yuba College is required to calculate from the beginning of the semester to the 60% mark and past to determine if a student is in attendance. If a student has not attended and is kept on the roster, the student will receive a grade of F at the end of the semester. Yuba College has previously asked that the student go to the instructor and notify them of their last date of attendance for reporting, however, Federal Financial Aid has found that instructors are required to keep records of the last date of attendance throughout the entire semester. This is an accreditation issue as well as an issue found in the audit.

Information: 2.02 Guided Pathways

The Guided Pathways Committee met on Thursday, November 21, 2019, and examined meta majors. The committee utilized the data from activities that faculty, staff, administrators, and students completed a year ago. The committee is writing a proposal that the meta major groupings might look like. Additionally, a small team from Guided Pathways will visit Bakersfield College, a college that has been ahead of Guided Pathways implementation, in the spring semester to evaluate their processes and to see if anything may be implemented at Yuba College.

Information: 2.03 Strategic Enrollment Management

The Strategic Enrollment Management coaches visited Yuba College and met with the group to discuss modeling of full-time equivalent faculty allocation and how that

may help scheduling practices. There was additional discussion on data coaching, the idea of building capacity outside just The Dean of Student Success and Institutional Research and the Research Analyst to do data analysis. A portion of building capacity outside those positions is providing cleaner access and better recording of data.

#### Information: 2.04 Workgroup Updates

The marketing workgroup has not met this year.

### **3. New Business**

#### Action, Discussion: 3.01 Committee Objectives Report

The Committee Objectives Report was presented to the committee. Objectives that were met include coordinating and organizing a successful ACCJC visit, updating the Guide to Integrated Planning and Institutional Effectiveness, and establishing and implementing a process for reviewing results of college-wide surveys and making recommendations for improvement. The committee set short term goals including updating the Integrated Planning Model and finalizing the follow-up report to ACCJC. The short term goal to oversee progress on "Changes and Plans" was removed and will be added as a standing agenda item and the charter. The long term goal to continue to institutionalize the planning and evaluation process was removed. A long term goal to identify how Yuba College can institutionalize accreditation was set.

#### Discussion: 3.02 Integrated Planning Model Discussion

The committee discussed Committee Objective Reports and Committee Self-Assessment Reports, committee charters, and committee reporting structures. Accreditation requires that Yuba College evaluate the governance process and structure, in the context of surveys of faculty, staff, administration, and students on how they believe they contribute to governance and survey making, specifically how effective things are and if objectives were achieved. This survey should ask a common set of questions in which members of the committee are asked which group they represent and if governance is effective. The survey could be delivered electronically and more specific data may be requested. The committee can develop a proposed survey and recommend it to the Academic Senate and College Council. Brian Jukes proposed having appropriate contents of the Communication Plan woven into other documents rather than a stand-alone plan, such as committee communication in the Governance Handbook, public communication in the Marketing Plan, and communications in the event of an emergency should come from an Emergency Response Plan from the Safety Committee. The committee discussed existing plans that are necessary for accreditation according to Title V, which include the following: the Equity Plan, a long-range Education Master Plan, a Facilities Master Plan, the Strategic Plan, the Equal Employment Opportunity Plan, the Transfer Center Plan, the Cooperative Work Experience Plan, and the Extended Opportunity Programs and Services Plan.

On November 21, 2019, the District Colleges Academic Senate (DCAS) met and a district-wide integrated planning model was presented. The committee discussed a Staff Development Plan, which is updated every 2 years by the chair/co-chair of the Staff Development Committee, currently chaired by Kristina Vannucci. The committee discussed the Strategic Enrollment Management Plan, which the District will develop and the College workgroups will have Strategic Enrollment Management guidelines. The committee agreed that having a Strategic Enrollment Management Plan would be beneficial since Yuba College and Woodland Community College are both very different in location and students served. Brian Jukes believes there should be a guideline or vision statement from the district and the Colleges then develop individualized plans around that statement. Yuba College is still working on holding a governance summit and will have a consultant come in and evaluate what the College needs rather than self-evaluation.

The committee then assigned plans to committee members to review. The following committee members will review the accompanying plans:

- Roy Martin - Educational Master Plan
- Shawn Frederking - Staff Development Plan
- Julie Colombo - Staffing Plan
- Martin Gutierrez - Facilities Renewal Plan
- Jeremy Brown - Equity Plan
- Brian Jukes - Marketing Plan

#### Discussion: 3.03 Accreditation Follow-Up Report

The committee reviewed the initial draft at the previous CEAC meeting. A portion of the draft that was not provided initially from the District is that Yuba College is required to show how the report was created. The process of doing so is simple and straightforward, however, it must be individualized for Yuba College. Yuba Community College District is not accredited, Yuba College and Woodland Community College are. Therefore, the accreditation report must come from the Colleges and reflect the Colleges. Jeremy Brown worked with the Accreditation Liaison Officer and developed a draft timeline that has been vetted. The remainder of the process must be developed specifically for Yuba College. A portion of the timeline includes what happened immediately following the visit, such as the initial response from Yuba College. Jeremy Brown presented 2 samples, one from Citrus College and one from West Hills College Lemoore. Jeremy stated that a draft should be emailed out before the end of the Fall Semester. Brian Jukes will develop the initial two pages of the report and the timeline of responses will be integrated into the document. Jeremy Brown and Brian Jukes will email versions as they receive updates or edits, and committee members are invited to respond.

## **4. Closing Items**

### Information: 4.01 Future agenda topics

Student Success Innovation Grants and the Annual Student Success Shareout driven by Outcomes.

Information: 4.02 Next Meeting

Next meeting will be held on January 28, 2020, from 1:00-2:30 pm in Room 303.



**Office of the President**

Yuba College  
Website: <http://yc.yccd.edu>  
Phone: (530) 741-6707

**Yuba Community**

**College District**

425 Plumas Blvd, #200  
Yuba City, CA 95991

**Woodland**

**Community College**

2300 E. Gibson Rd.  
Woodland, CA 95776

**Colusa County Campus**

99 Ella Street  
Williams, CA 95987

**Lake County Campus**

15880 Dam Road Ext  
Clear Lake, CA 95422

**Yuba College**

2088 North Beale Rd.  
Marysville, CA 95901

**Beale Air Force Base**

17849 16th Street  
Beale AFB, CA 95903

**Sutter County Center**

3301 E. Onstott Road  
Yuba City, CA 95991

December 10, 2018

Dr. Gohar Momjian  
ACCJC, Vice President  
10 Commercial Blvd., Suite 204  
Novato, CA 94949

Re: Yuba College Accreditation Status

Dear Dr. Momjian:

The purpose of this memo is to provide ACCJC staff with evidence of College and District progress remedying a Yuba College (YC) compliance recommendation as noted in the External Evaluation Report: “In order to meet the standard, the District should follow its evaluation policies and procedures to consistently evaluate all personnel systematically and at stated intervals. Actions following evaluations should be formal, timely, and documented. (III.A.5)”

**Request**

The College requests the Commission consider the aforementioned Compliance Recommendation resolved.

**Description of Progress**

- During her October 11 Exit Report, the External Evaluation Team Chair suggested one District-level Compliance Recommendation. The “draft” Recommendation required District and College-level demonstration of effective processes guaranteeing an employee evaluation cycle across all classifications – Management, Confidential, Classified Professionals, PT and FT Faculty.
- On October 12, Chancellor’s Cabinet members were charged by YCCD Chancellor Houston via email with (1) resolving past due evaluations, and (2) develop and implement an automated audit protocol ensuring the accuracy of an evaluation cycle database. ([Appendix A - 10.12.18 DH Email to Cabinet](#))
- On October 15, the College President met with College leadership to discuss a process for correcting inaccurate records and complete past due evaluations. ([Appendix B - 10.15.18 YC PC Accreditation Debrief Discussion Notes](#))

- On October 15, District and College leadership met to create a work plan addressing the draft Compliance Recommendation. ([Appendix C - YCCD Employee Evaluation Process Meeting Notes](#))
- On October 26, Chief Technology Officer Devin Crosby presented to Chancellor's Cabinet an Evaluation Reminder Process, ensuring systematic evaluation procedures. ([Appendix D - HR Evaluation Process](#))
- On November 27, the YC President received from the Evaluation Team chair the External Evaluation Report in order to correct any errors of fact. The draft Report cited one Compliance Recommendation: "In order to meet the standard, the District should follow its evaluation policies and procedures to consistently evaluate all personnel systematically and at stated intervals. Actions following evaluations should be formal, timely, and documented. (III.A.5)"
- On November 30, the College President responded to the Team Chair's request for errors of fact and in that memo cited corrected 2017-2018 YC evaluation rates. Erroneous data had been provided to the External Evaluation Team during the October 8 – 11 site visit. ([Appendix E - 11.30.18 YC Response to Draft External Evaluation Report](#))
- On December 10, the YC President received an update from the YCCD Chief Human Resources Officer confirming evidence that all 2017-2018 evaluations were complete. ([Appendix F – 12.7.18 Memo from YCCD CHRO](#))

Very truly yours,



G. H. Javaheripour, Ed.D.  
President, Yuba College

cc: Dr. Douglas B. Houston, YCCD Chancellor  
Dr. Richard Winn, ACCJC President



# Cabinet matters

Douglas Houston

Fri 10/12/2018 12:55 PM

To:Chancellor's Cabinet <CHEX@goyccd.onmicrosoft.com>;

Greetings colleagues ... from Denver,

I have few hours layover before my flight to Germany and had no time yesterday of this morning to write this.

First, please accept my sincere appreciation and administration and extend those sentiments to your teams, facility and staff. As I remarked in last night's Board meeting; in six years, we've gone from 13 compliance recommendations to one and that one easily addressed before the Commission meets in January. It is a validation of the remarkable work that all have done.

Now to business as they say; as several of us have discussed, I have a few priorities for us (well, for some of you actually) in the coming weeks but I wanted all of you to be aware:

As Sandy, GH, Michael, Devin and I have already discussed - I am committed to clearing the accreditation "evaluation" recommendation by the end of November so that the Presidents can send updates to the Commission in early December. To that end, I understand some of you will be meeting this afternoon to address the issue. Devin and I did discuss briefly the need for an audit protocol to ensure the accuracy of the database and then the imperative to automate the reminder process. I also assume there is a need for training on what constitutes a YCCD evaluation. Lastly, all delinquent evaluations must be completed by November 30, 2018. The only exceptions are those where a labor association takes umbrage if, and only if, there is a conflict with CBA timelines that cannot be resolved through meet and confer.

Mazie has her hands full with a host of fiscal matters including especially the audit so we will wait until I return for me to discuss with the Presidents the imperative for them to train their managers in budget management. We heard through the accrediting realms that there is still some misunderstanding the "the colleges don't have budgets;" this despite reports regularly distributed by fiscal services and access to on-demand reports and queries through Colleague and Answers. The Finance Committee has decided to disallow any further budget transfers with prior authorization (I'm chagrined to acknowledge that I should have recommended this years ago); and this will require budget managers to be far more engaged with this program budgets (I'm chagrined that I should have demanded this years ago)

I have directed Sandy to draft a plan for achieving "my" (our!) Goals # 2 - at yesterday's Board Retreat we discussed the imperative for, and impact of, an Enrollment Management System and Plan and a supporting Research Agenda to accomplish the achievement of the BOG Student Success Goals.

Related, Cathy distributed the Planning Guidelines memo in final form earlier this week.

My thanks to those of you who reviewed the Foundation Director Job announcement. I would like Cathy and Sandy to discuss a draft search committee and work with HR to draft a search timeline so that Mazie and I can update the Foundation Board at next month's meeting.

Lastly, I do not intend to regularly read emails over the next 2 weeks; I leave the District in Sandy's and your capable hands. Sandy, Cathy and Kathryn will all have my temporary cell number (swap SIMCard while overseas) in the event they need to reach me on the Board's behalf.

Thanks again to all of you.

Dr. Douglas B. Houston, Chancellor  
Yuba Community College District  
(530) 741-6971  
dhouston@yccd.edu

11/26/2018

[http://<br/>www.yccd.edu]www.yccd.edu

@Yubadistrict

[http://<br/>www.linkedin.com/in/douglas-houston]www.linkedin.com/in/douglas-houston

---

To stop receiving messages from [Chancellor's Cabinet](#) group, [stop following it](#).

## **President's Cabinet – Accreditation Debrief Discussion**

Monday, October 15, 2018

9:00 AM

**Present:** Javaheripour, Michel (Recorder), Bagley, Brown, Johnson, Otten, Spencer, Tweed, Vannucci, Zermeno

- Congratulations to all for working so hard and accomplishing so much. Next steps is to continue work on SLO and DE.
- Make an appointment for GH with Mathew Lee and Jeremy Brown to request IEPI PRT Visit.
- IEPI Grant application due this week, Jeremy and Carla working with Tonya Mack to submit.
- 13 compliance findings in 2011 to 1 compliance finding in 2018. We have done well.
- Meeting today with district team, led by Sandra Mayo to begin work on Evaluation compliance recommendation. Chancellor believes IT Crosby can identify a platform, then college will push for delinquent evaluations for faculty staff and administrators complete by end of November 2018.
- Evaluations is a workload matter, especially for Deans without managers.
- Questions for today's discussion: What tool for managers, classified and faculty, list of outstanding classified.
- GH wants to be at peace, when district gives us the tools, we will get it done. 2017-2018 evaluations not 2018-2019.
- Commission meets on January 7, 2019. We can submit a supplemental "Corrections of Facts" report to Chair, indicating recommendations are complete.
- 18 classified, 1 confidential, 4 supervisors, 8 faculty, 33 adjunct not completed on HR updated list. PC agreed these numbers are doable by the end of November.

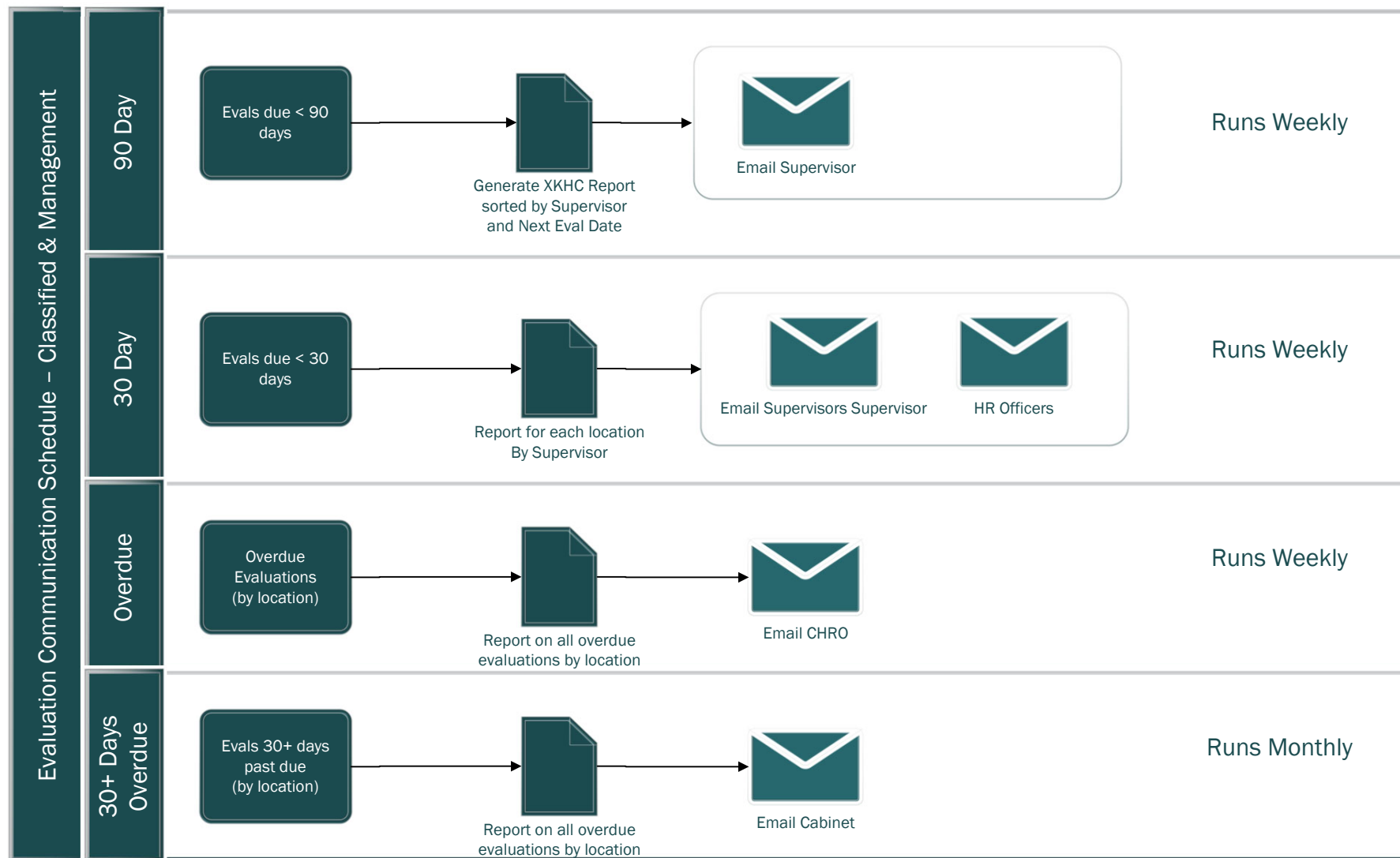
# 20181015 - Employee Evaluation Processes

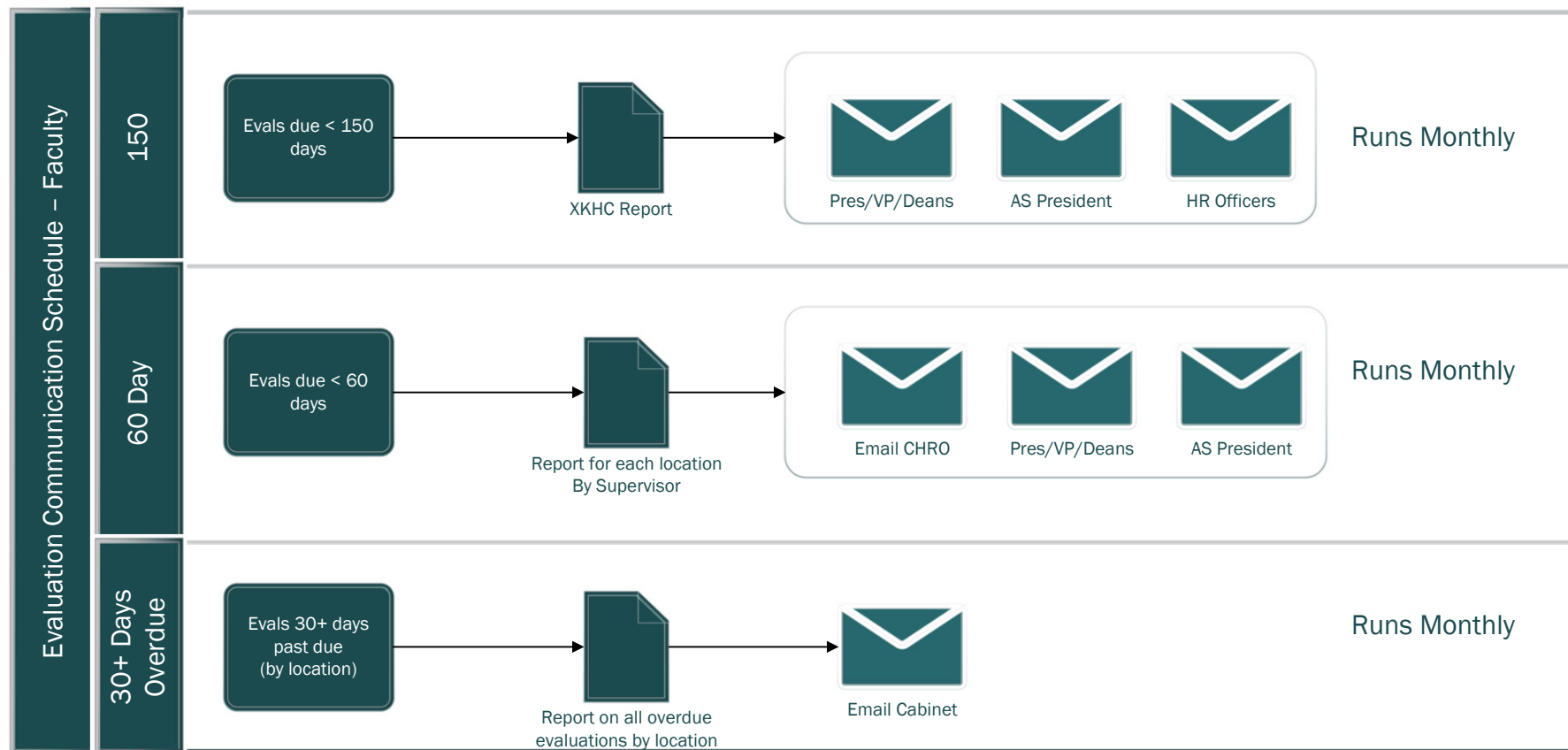
Monday, October 15, 2018 1:00 PM

**Present:** Donald Grady, Renee Hamilton (Recorder), GH Javaheripour, Phillip King, Daren Otten, Cathy Richter, Pahua Vue, Michael White

- **Lesson Learned:** When one of the college requests information about a process, then do the same thing for the other institution.
- Clarified that we are talking about delinquent evaluations for the 2017-18 cycle. Delinquent evaluations need to be done by November 18. One issue is that we did not have agreement between the college and district Office about which evaluations had been completed and which had not.
  - Faculty
  - Adjunct Faculty
  - Classified
  - Confidential
  - Supervisors
- **Current Process:** As completed evaluations are received, HR enters the date the evaluation was completed and the due date for the next evaluation in Colleague. There are times the colleges turned in evaluations but they are not sure HR gets them.
- The employment groups are not on the same cycle. There is language in the faculty CBAs that govern the evaluation cycle. It was agreed that if there was not a way to do the evaluations within the contract, then we will set up a plan for how we will do it in the spring. We need to show how we are getting this done and that we have accurate data. We want to work within the contracts.
- **Adjunct:**
  - YC-AFT: Article 11.10 of the YC-AFT CBA says if it was not done within the timeline, then the evaluation shall be assumed to be satisfactory and future evaluations will be scheduled in the next rhythm. In some cases that would be 3 years from now. It was agreed that HR will develop a form that acknowledges this. The form should say something such as, "In accordance with Article 11.10, this certifies tacit evaluation of the faculty member named below." The supervisor will sign the certification form. For adjunct it is very important that they are being evaluated and someone is looking at the quality of their work.
  - With the exception of Adjunct, if it is coming out of Colleague then they are active. Adjunct don't always teach but stay active for three years.
  - Adjunct Seniority: How will we know if we offered a load to adjunct and it was canceled versus they turned down a load? That is up to the dean to know. HR will not know. HR has the seniority list, but the College needs to let HR know if they should be removed. HR only knows if they have been active in the system within the last three years.
  - There are limitations around what counts for seniority. Don't think our list reflects what the contract says. We need to create some common practices around that. Phillip we create an offer letter that is very delayed. Concern that any offer we make to adjunct could be a contractual commitment. We need a tighter, more automated way to share the information.
- **Managers:**
  - Managers are on a fiscal cycle. Under ESA it was every two years. If they were evaluated in 16-17, then they were not due for 17-18.
  - Do confidential employees fall in the management group? Confidential employees are covered in the management handbook.
- **CSEA:**
  - The contract has a two-year rotation after the employee is granted permanency. It permits an off-cycle evaluation with a minimum of 24-hours' notice. We may need to use the 24-hour notice to catch up.
  - Probationary employees are due on the 5th and 11th month of hire. Are 10-month and 11-

- month employees considered a year? Pahua will check. Typically they don't work June and July.
- If they are evaluated off cycle, when would the next in-cycle date occur. Does it start the clock over again? We do not have a concrete answer for that.
  - The CBA does not speak to whether it is on a fiscal cycle or on their anniversary.
  - **Letter to ACCJC:**
    - The Presidents will see what the team is sending to ACCJC. They will then have an opportunity to compare that to what ACCJC sends out in February. The Chancellor has seen situations in which ACCJC accepted corrections before the February letter went out.
    - Javaheripour, White, and Mayo will work together to compose a response to the evaluation recommendation. We might be better served to demonstrate an improved process. The best thing would be to show that we are expediting the move to automation. Mayo said it may require consultation. She preferred to explain the process we put in place to ensure it will not happen again and add that for the future we are looking at automation. We need to have some options in place for when the Chancellor returns.
  - **Next Steps:**
    - HR:
      - Develop an Excel workbook for WCC (without LCC), LCC, and YC that has all the information for each group in a different tab. Each tab will list the employees who were due for evaluations in 2017-18 but not evaluated. All lists will be sent in one email to College Presidents, VPs, and VCEP.
      - Develop form certifying that adjunct faculty member received tacit evaluation per YC-AFT Article 11.10
      - Provide a list of every employee, when the last evaluation was done, and when next one is due.
    - Colleges:
      - For adjunct determine if they had a load when HR says their evaluation was due; the colleges will need to note that on the list with "N/A."
      - If evaluation was complete in 2017-18, send a signed copy to HR
      - For adjunct, identify adjunct who should be removed from the "active" list
    - Javaheripour, White, Mayo will draft the letter to ACCJC
    - Mayo will bring in IT to address automation









November 30, 2018

Linda D. Rose, Ed.D.  
Chairperson of the ACCJC Evaluation Team  
Sent via Email: [rose\\_linda@sac.edu](mailto:rose_linda@sac.edu)

**Office of the President**  
Yuba College  
Website: <http://yc.yccd.edu>  
Phone: (530) 741-6707

Re: External Evaluation Report – Yuba College Response

Dear Dr. Rose:

Thank you very much for affording Yuba College the opportunity to provide feedback to the External Evaluation Report. We have annotated twenty three (23) items of clarification, mostly related to district and college titles, activities, and reporting structure.

**Yuba Community  
College District**  
425 Plumas Blvd, #200  
Yuba City, CA 95991

District Recommendation 1: (Compliance) III.A.5

**Woodland  
Community College**  
2300 E. Gibson Rd.  
Woodland, CA 95776

Included in this letter (Exhibit A) is the original evaluation chart (Table 1) the team considered to arrive at the above referenced Recommendation, and an amended chart (Table 2) providing accurate data, which has been provided by the District Human Resources Office. We encourage the team to consider the information provided in Table 2 to reevaluate this Recommendation.

**Colusa County Campus**  
99 Ella Street  
Williams, CA 95987

**Lake County Campus**  
15880 Dam Road Ext  
Clear Lake, CA 95422

This has been a wonderful experience for the College, and we thank you for agreeing to take on chairing this visit with such short notice. The process of preparing the ISER and the visit provided the Yuba College community the opportunity to evaluate and improve our service to the region we serve.

Please do not hesitate to contact me if you need any additional information. On behalf of the entire Yuba College family, I wish you Happy Holidays.

Sincerely,

**Yuba College**  
2088 North Beale Rd.  
Marysville, CA 95901

**Beale Air Force Base**  
17849 16th Street  
Beale AFB, CA 95903

**Sutter County Center**  
3301 E. Onstott Road  
Yuba City, CA 95991

G.H. Javaheripour, Ed.D.  
President  
Yuba College  
[gjavaher@yccd.edu](mailto:gjavaher@yccd.edu)

The original information provided by the District HR regarding employee evaluation completion rates (Table 1 below) included all employees, and not only those employees who were up for evaluation in the current cycle. Additionally, it included a number of district personnel and some new employees who would not have been up for an evaluation. Finally, the completions rates were inaccurate due to completed evaluations that had not been recorded by district personnel but had been completed and forwarded to HR. The corrected information as verified with College Administration and District HR is listed in Table 2 below.

**Table 1**

**YUBA COLLEGE COMPLETION OF EVALUATION - 2017/2018**

Category	Total Employees	# Not Completed	% in Progress
FT Faculty	79	45	56.96%
PT Faculty	125	78	62.40%
Admin/Mgrs	17	11	64.71%
Confidential	2	0	0.00%
Classified	90	44	48.89%

**Table 2**

**CORRECTED YUBA COLLEGE COMPLETION OF EVALUATION – 2017/2018**

Category	Total Due	Completed	Not Completed	% In Progress
FT Faculty	42	40	2	4.8%
PT Faculty	70	37	33	47.1%
Supervisors	6	5	1	16.7%
Confidential	2	1	1	50.0%
Classified	66	49	17	25.8%

December 10, 2018



[www.yccd.edu/hr](http://www.yccd.edu/hr)

**Office of Human Resources**

Phone: (530) 741-6976

**Yuba Community College District**

425 Plumas Blvd, Ste. 200  
Yuba City, CA 95991

Yuba College  
2088 North Beale Rd.  
Marysville, CA 95901

Woodland Community College  
2300 E. Gibson Rd.  
Woodland, CA 95776

Yuba College - Clear Lake  
Campus  
15880 Dam Road Extension  
Clearlake, CA 95422

Dr. GH Javaheripour, President  
Yuba College  
2088 North Beale Road  
Marysville, CA 95901

Dear Dr. Javaheripour,

Human Resources (HR) is in receipt of all completed performance evaluations for the 2017/2018 review period and current for this year (Fall 2018). I can certify that all past due evaluations have been received from Yuba College.

During the ACCJC visit in October, we provided the ACCJC visiting team a summary evaluation chart and report in accordance to the Standard III A.(5) that showed evaluation data pulled from our Colleague system but unfortunately with inaccurate data. Due to our haste to get the reports over to the colleges in a short timeframe a query from Colleague was pulled by HR and delivered to the visiting team. HR did not intend to send inaccurate reports but the erroneous data can be explained. For example, there were new hires listed on the report who started with the District after the end of 2017/2018 fiscal year. There were a number of staff members who were listed on the report that were on extended LOAs and have not yet returned to receive their evaluations. In addition, the report included about a half dozen that were not scheduled to receive an evaluation in the 2017/2018 performance evaluation cycle.

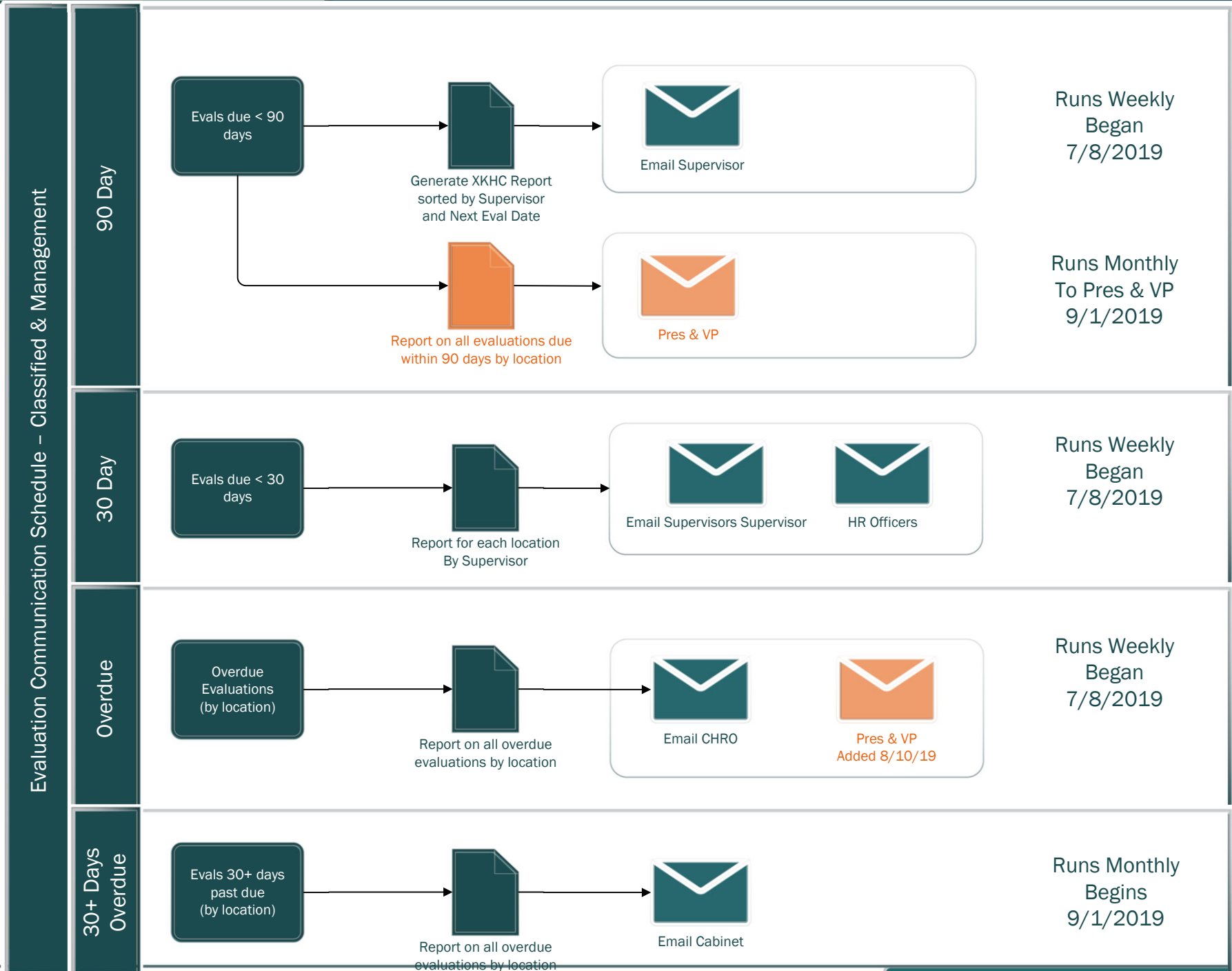
To rectify this process gap and to ensure that performance evaluations are timely, thorough, and documented in accordance to our District Administrative Procedures (AP), we have developed a new internal procedure to assure the effectiveness of our evaluation process by effectively communicating the due dates well in advance to the manager and the College senior leadership team. This will help us establish a more effective notification process and tracking capability in order to have evidence we are meeting the Standard III (A) requirements. (See Appendix D).

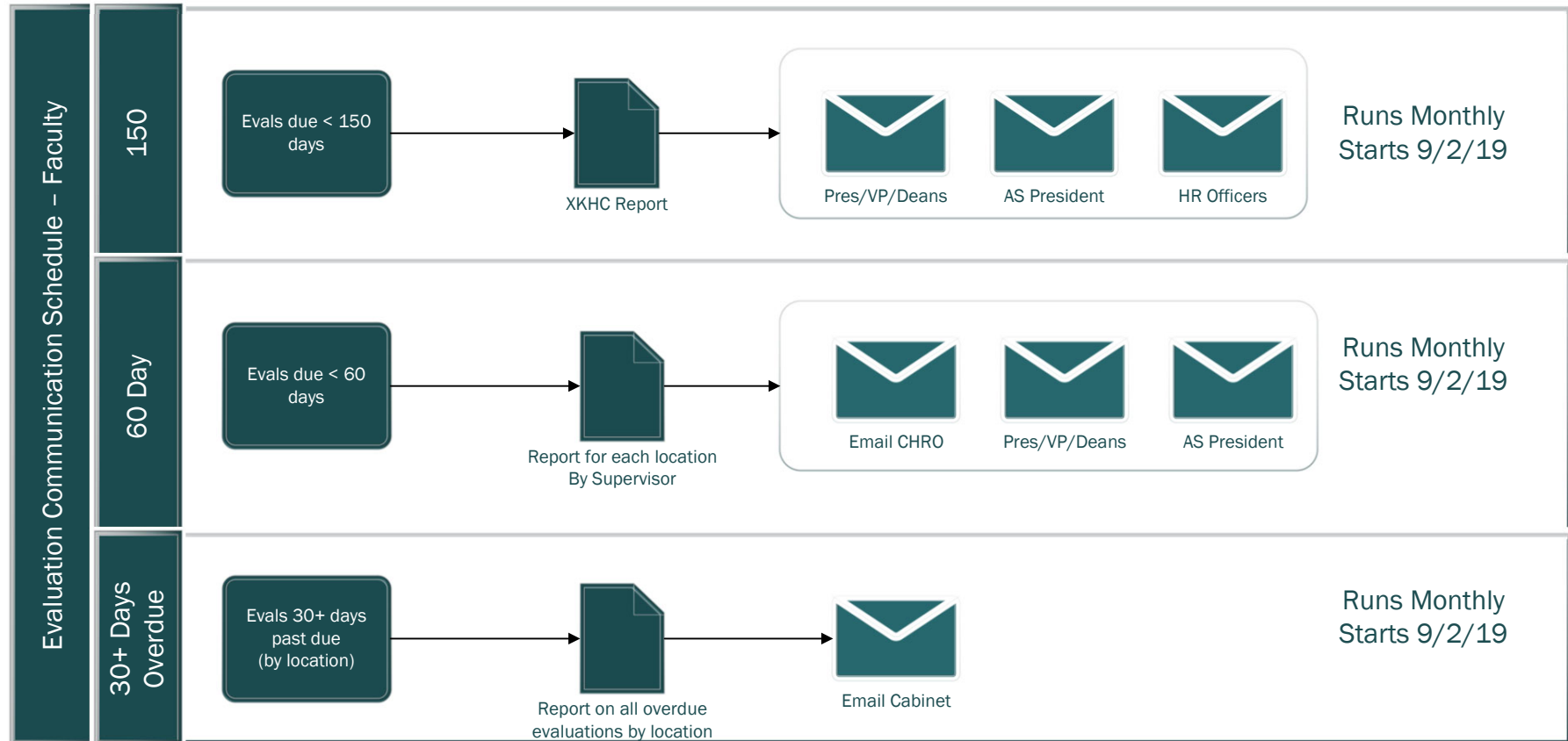
Last but not least, HR will audit our evaluations throughout the year to ensure any past due evaluations are flagged, reported, and addressed immediately by the appropriate leaders at the Colleges. We will provide training on our evaluation processes for new hires and managers so they can assure the effectiveness of our staff and faculty by evaluating all personnel systematically and at stated intervals.

Respectfully,

*DJ Grady*

Donald J. Grady, Sr., MSHRM, PHR  
Chief Human Resources Officer





**From:** Donald Grady  
**Sent:** Monday, October 28, 2019 10:51 AM  
**To:** Sonja Lolland; Pahua Vue; Ana Villagrana; Renee Hamilton; Maribel Gaytan  
**Subject:** Fwd: Employee\_Evaluation\_Due\_90\_Days

Sample of how we are notifying when upcoming evals...

Sent from my Verizon, Samsung Galaxy smartphone

----- Original message -----

From: do\_not\_reply@yccd.edu  
Date: 10/27/19 8:57 AM (GMT-08:00)  
To: Donald Grady <dgrady1@yccd.edu>  
Subject: Employee\_Evaluation\_Due\_90\_Days



This is a reminder that your employee(s) are due for an evaluation within the next 90 or less days. Please begin reviewing the evaluation process as outlined by each of the Collective Bargaining Agreements that pertains to your employee(s).

Emp ID	Employee Name	Position	Dept	Type	Last Eval	Next Eval	Rating	Location	Days Until Due	Sup Name
0416212		HRMDANIHR21/A	HR	CO	12/21/18	12/21/19	H	D	55	

**From:** Donald Grady  
**Sent:** Monday, October 28, 2019 10:49 AM  
**To:** Renee Hamilton; Ana Villagrana; Sonja Lolland; Pahua Vue  
**Subject:** Fwd: Employee\_Evaluation\_Overdue

Sent from my Verizon, Samsung Galaxy smartphone

----- Original message -----

**From:** do\_not\_reply@yccd.edu  
**Date:** 10/27/19 8:58 AM (GMT-08:00)  
**To:** CollegePresidentsVPS <CollegePresidentsVPS@yccd.edu>  
**Subject:** Employee\_Evaluation\_Overdue



The evaluation for the employees below are past due.

Emp ID	Employee Name	Position	Dept	Type	Last Eval	Next Eval	Rating	Location	Days Until Due	Sup Name
0171301	[REDACTED]	SSCCANI3SP21/D	ST	CL	07/01/19	09/29/19	H	A	-28	[REDACTED]
0214922	[REDACTED]	ESMDANIMS21/C	MS	SU	07/20/17	07/20/19	S	A	-99	[REDACTED]
0255249	[REDACTED]	CPCCANICP21/O	CP	CL	12/11/15	12/10/17	S	D	-686	[REDACTED]
0262393	[REDACTED]	FSMDANIFS21/F	FS	SU	05/12/17	11/10/17	H	D	-716	[REDACTED]
0398409	[REDACTED]	MOMDDNIMO21/C	MO	SU	07/16/15	01/14/16	H	D	-1382	[REDACTED]
0166014	[REDACTED]	CPCDANICP21/O	CP	CL	05/19/09	05/19/10	A	D	-3448	[REDACTED]



0133657	[REDACTED]	ISCDANIIS210A	IS	CL	06/02/17 06/02/19 S	D	-147	[REDACTED]
0205780	[REDACTED]	ISCDANIIS21/K	IS	CL	06/02/17 06/02/19 S	D	-147	[REDACTED]
0332529	[REDACTED]	ISCDANIIS21/L	IS	CL	06/02/17 06/02/19 S	D	-147	[REDACTED]
0216312	[REDACTED]	ISCDANIIS21/K	IS	CL	06/02/17 06/02/19 S	D	-147	[REDACTED]
0200824	[REDACTED]	MECDANIDL21/H	IS	CL	06/02/17 06/02/19 S	D	-147	[REDACTED]
0317864	[REDACTED]	FSCDANIFS21/D	FS	CL	05/10/19 10/07/19 H	D	-20	[REDACTED]
0329924	[REDACTED]	PUCDANIPU21/B	PU	CL	10/02/18 04/02/19 H	D	-208	[REDACTED]
0440796	[REDACTED]	FSCDANIFS21/E	FS	CL	07/16/18 01/14/19 H	D	-286	[REDACTED]
0330331	[REDACTED]	FSCDANIPU21/F	PU	CL	03/12/18 09/10/18 H	D	-412	[REDACTED]
0128032	[REDACTED]	FSCDANIFS21/F	FS	CL	06/01/16 06/01/18 S	D	-513	[REDACTED]
0119201	[REDACTED]	FSCDANIFS21/E	FS	CL	06/01/16 06/01/18 S	D	-513	[REDACTED]
0212558	[REDACTED]	FSCDANIPU21/F	PU	CL	07/23/15 07/22/17 S	D	-827	[REDACTED]
0234451	[REDACTED]	FSMDANIFS21/E	BS	CO	07/11/14 07/10/16 H	D	-1204	[REDACTED]
0111967	[REDACTED]	FSCDANIFS21A	FS	CL	12/11/15 06/10/16 H	D	-1234	[REDACTED]
0408713	[REDACTED]	CDCCKNICD250A	CD	CL	03/15/19 08/12/19 H	L	-76	[REDACTED]
0003035	[REDACTED]	ADCDWNIWD21/F	IN	CL	06/20/13 06/20/15 S	W	-1590	[REDACTED]

Renee Hamilton

---

**From:** Donald Grady  
**Sent:** Monday, October 28, 2019 2:05 PM  
**To:** Devin Crosby; Sonja Lolland; Renee Hamilton  
**Cc:** Pahua Vue; Ana Villagrana  
**Subject:** Re: Faculty\_Evaluation\_Overdue

Thanks Devin!

Donald

Sent from my Verizon, Samsung Galaxy smartphone  
Get [Outlook for Android](#)

---

**From:** Devin Crosby <dcrosby@yccd.edu>  
**Sent:** Monday, October 28, 2019, 11:38 AM  
**To:** Donald Grady  
**Subject:** FW: Faculty\_Evaluation\_Overdue

Donald,

Here is the last faculty one that went out on October 2, 2019.

Devin

---

**From:** do\_not\_reply@yccd.edu <do\_not\_reply@yccd.edu>  
**Sent:** Wednesday, October 2, 2019 6:08 AM  
**To:** yccdCabinetMembers <yccdcabinetmembers@yccd.edu>  
**Subject:** Faculty\_Evaluation\_Overdue



The evaluation for these employee(s) are 30 or more days past due.

Emp ID	Employee Name	Position	Dept	Type	Last Eval	Next Eval	Rating	Location	Days Until Due	Sup Name
0273085	[REDACTED]	ASSP2201	SS	ADJ	12/07/16	08/01/19	S	A	-62	[REDACTED]



# 10/29/2019 Meeting with Cabinet

Tuesday, October 29, 2019 9:28 AM

**WCC:** Art Pimentel, Kasey Gardner, Marlin Davies, Carid Servin, Joan Penning

**YC:** GH Javaheripour, Carla Tweed, Jeremy Brown

**YCCD:** Sonja Lolland, Douglas Houston (by phone), Cathy Richter, Kathryn Wilkins, Jay Lowden, Dave Willis, Renee Hamilton, Susan Toepfer, Pahua Vue, Maribel Gaytan, Emma Blackthorne  
Donald Grady and Devin Crosby stepped in as needed

- **New Policy Manual** - Donald Grady/HR Staff:
  - Pahua presented the draft handbook noting that it was a draft and to let her know of any changes.
  - First page is timeline
  - Page 2 covers report generation and notification for each employment group. HR runs report and send to College VP and AS President.
  - This process is already in effect because it is in the CBAs. We are just formalizing who does what because many people may not be aware of their responsibilities
  - For classified staff are evaluated twice during one year probationary period (5th month (P1) and 11th month (P2)). We added similar coding for tenure year and also for managers.
  - Feedback will be provided to HR only on evaluations that are not accurate.
  - The management information comes from the Management Handbook, which is in the process of being updated and not available online.
  - Process for HRO
  - **Question:**
    - HR Update in Colleague is only the date the evaluation was completed
    - Is there a way to access records to determine if faculty are teaching or not. This might be a Phase II
    - Susan grabs all course sections and matches so the reports only show faculty who are teaching. If they are showing up, let her know who so she can troubleshoot why they are showing. Pahua will work with Susan.
  - **ACTION:**
    - Pahua will update language to include reference to the automated notifications
    - Pahua will clarify in parentheses who "appropriate administrators" are
    - Everyone will provide feedback on the Faculty Report that comes out on November 2
    - Add feedback mechanism to administrators that data errors were recorded and corrected - whoever does the cleanup will send the feedback to administrator
    - Maribel will add bullet that says at the beginning of the fiscal year
    - Create a notification report for higher level managers
    - Susan will troubleshoot the adjunct faculty report to remove people who are not teaching and add secondary faculty
    - Managers will notify if there is a change in management
    - Susan will look at way to automate change in supervisor
- **Review draft ACCJC Follow-Up Report** - Sonja Lolland
  - The plan is to send the draft follow up report to colleges by November 4. The colleges will need to complete their follow up reports by the beginning of December 2019, so the final report is ready for the Academic Senates in December.
  - As of December 31, 2019 all past due District services evaluations and all past due college evaluations were completed - Who will be responsible for this?
  - **Action:**
    - Change eighth bullet under "Immediate Response to Correct all Past Due Evaluations":

During ~~September~~August 2019 the new, automated evaluation notification process was implemented districtwide. (The classified notifications went out in August 2019)

- Change "New Evaluation Procedure" to "Tracking and Notification Procedure" or something about cleaning up and ensuring accountability by providing notification to the manager and supervisor's supervisor
- Add some narrative from the ISER about the Faculty Evaluation Task Force:
  - Per Dr. Houston: Acknowledge the good work we did on the faculty evaluation process and the Board's discussion.
- **Next Steps:**
  - Per Dr. Houston: may need to go back to YC-AFT to clean up language on these types of assignments. Sonja will add to draft follow up as a next step with a timeline
  - Update YC-AFT Timeline with a more specific date instead of "approximately August 20"
  - Provide evaluators access to evaluation reports in Colleague
    - Per Dr. Houston: Make it so evaluator can go into database to see who is due and past due. Evaluations are the responsibility of the evaluator, so they should be able to access the data as needed. Want a culture that shifts the responsibility onto the evaluator. How can we provide adequate/advance notice so the evaluator can plan their evaluations. Devin: We would need to modify some of the reports on evaluations and assign rights to managers. The second part is advance notice. For faculty, we provide it 150 days in advance of when it is due and 90 days for classified and management. We can bump the notice out further.
  - Move classified notice to 120 days
- **Provide an update on the YCCD Evaluation Notification Process** - Devin Crosby
  - Devin reviewed the workflow
  - The first Cabinet report did not go out because of the power outage. Should go out in November
  - The Classified report was compared to HR's report and it is accurate
  - Faculty report will now include counselors. Other than that, we are not seeing all the full-time faculty - did a validation check yesterday. One reason is that a lot of FT faculty do not have an assigned supervisor for their faculty role. We also had a couple where its doing it based on when they were teaching. The question is, should they be.
  - The manual list for full-time faculty was sent to colleges in September.
  - **ACTION:**
    - Susan:
      - Pull full-time based on the date
      - Pull part-time based on date and if they are teaching
        - ◆ Include part-time faculty in academies who do not teach a full-term class
    - Pahua will add the supervisor in the system by October 31
    - Managers will validate report that runs on November 2
    - Add academic managers to classified and manager report to include the higher level deans, VPs, etc.
    - Move classified notice to 120 days
- **Trainings during Professional Development Days** - Donald Grady/HR Staff
  - Training for faculty evaluators - HR will work with Flex Coordinators/Professional Development Coordinators to schedule during opening week
    - Per Dr. Houston: It has been a while since we discussed training for faculty evaluators. Once the faculty evaluation process was finished, the commitment was that once the new process was done, we would develop a required training for any peer evaluator and the administrator. The training would focus on quality improvement. We also

kicked around that we might embrace a practice that the training would be conducted by the Academic Senate leaders and administration at the college. The training would be discussed by the Faculty Evaluation Task Force.

- Where are we with that and what are the next steps? Carla emailed a PowerPoint presentation to Sonja that was discussed in a recent Admin Team meeting focused on training.
- **ACTION:**
  - Donald will ask Ana to give us an update on when the next Faculty Evaluation Task Force meeting will be
  - Donald will discuss with the Faculty Evaluation Task Force future training being led by Academic Senate and College leaders
  - Can we record Carla's training and put it online
  - HR will provide training for managers in DMC



# EVALUATION POLICY AND PROCESSES

Office of Human Resources



October 28, 2019

### **Full-Time Faculty Evaluation Timelines** *(Per Article 6.0 of the FAYCCD Agreement)*

<b>Fall Evaluation Cycle</b>	
August 1	Distribution of Faculty Evaluation List
September 15	Peer selection and appointment for fall Evaluatees
October 15	Chair conducts Initial Evaluation Committee meetings
November 1	Peer Evaluators complete Evaluatee observations
November 15	Chair completes Evaluatee observations
December 15	Chair conducts Final Summary Evaluation Committee meetings
February 15	Conclusion of Continued fall evaluation process to spring
<b>Spring Evaluation Cycle</b>	
February 1	Peer selection and appointment for spring Evaluatees
February 10	Chair conducts Initial Evaluation Committee meetings
April 7	Completion of Peer observations for spring Evaluatee
May 12	Chair conducts Final Summary Evaluation Committee meetings

### **Part-Time Evaluation Timelines** *(Per Article 11.1 of the YC-AFT Agreement)*

<b><u>Evaluation Timeline</u></b>	<b><u>Fall Semester</u></b>	<b><u>Spring Semester</u></b>
Begin Semester based on Academic Calendar:	Approximately August 20	Approximately January 14
Dean or Director Schedules "peer evaluator":	On or before October 1	On or before March 1
Peer Evaluator schedules and performs classroom evaluation:	On or before November 15	On or before April 15
Peer Evaluator completes evaluation, meets with unit member and submits to supervising Dean or Director:	On or before November 30	On or before April 30
Supervising Dean completes evaluation of unit member, including meeting and reviewing evaluation, if requested by either party:	On or before December 15	On or before May 15



## **Report Generation and Notification**

Evaluation Reports are generated by the Human Resources Officer(s) (HRO).

- **Academic Full-Time Faculty Notifications**

- The HROs runs the reports by location and sorted alphabetically then sends list to the College Vice Presidents and the Academic Senate President per Article 6.3 of the FAYCCD Agreement.
- Upon receipt of the list from the HRO, the College Vice Presidents reviews the list and distribute the list to the appropriate Administrators.
  - The department administrator should review the lists for accuracy.
  - If there are discrepancies, the administrator should contact the HROs and work together to correct the data for accuracy by September 15<sup>th</sup>.
- Upon completion of the evaluation, the administrator forwards the completed evaluation to the College Vice President's office. The College Vice President will review, sign, and forward the completed evaluation to the HROs in the Office of Human Resources.

- **Academic Part-Time Faculty Notifications**

- The HROs runs the reports by location and sorted alphabetically then sends list to the College Vice Presidents.
- Upon receipt of the list from the HRO, the College Vice Presidents reviews the list and distribute the list to the appropriate Administrators.
  - The department administrator should review the lists for accuracy.
  - A Part-Time Faculty may not be teaching a class during the semester of evaluation but may show up on the evaluation report due to the seniority-based rights per the Part-Time Faculty Agreement Article 4.1.5. The administrators are responsible for notifying the HROs if a Part-Time Faculty is not working in the semester of evaluation. Upon notification, the HROs will move the evaluation date into the next semester.
  - If there are discrepancies, the administrator should contact the HROs and work together to correct the data for accuracy by October 15<sup>th</sup>.
- Upon completion of the evaluation, the administrator forwards the completed evaluation to the College Vice President's office. The College Vice President will review, sign, and forward the completed evaluation to the HROs in the Office of Human Resources.

- **Classified Notifications – Article 13.0**

- The HRO runs the reports and sorts it by employee, location and supervisor in alphabetical order. The evaluation list is forwarded to the College Administration each fall semester.
  - New employees are evaluated twice during their one year probationary period. Once at the end of their fifth month and eleventh month of employment. If both evaluations are satisfactory, the employee will be granted permanent employment status at the conclusion of the employee's first (1st) year of employment.
  - Permanent bargaining unit members shall be evaluated by their designated or Classified Supervisor at least once every two (2) years after attaining permanency. Additional evaluations may be scheduled, as necessary, with a twenty four (24) hour notice to the employee.
- The College Administration will review the list for accuracy.
- If there are discrepancies, the administrator should contact the HROs and work together to correct the data for accuracy.
- Upon completion of the evaluation, the appropriate administrator will forward the evaluation to the HRO's in the Office of Human Resources.

- **POA Notifications – Article 10.0**

- The HRO runs the reports and sorts it by employee, location and supervisor in alphabetical order. The evaluation list is forwarded to the designated Supervisor or Chief of Police each fall semester.
  - New employees are evaluated twice during their one year probationary period. Once at the end of their fifth month and eleventh month of employment. If both evaluations are satisfactory, the employee will be granted permanent employment status at the conclusion of the employee's first (1st) year of employment.
  - Their designated Supervisor or the Chief of Police shall evaluate permanent unit members at least once every one (1) year after attaining permanency. Additional evaluations may be scheduled, as necessary, with a 24-hour notice to the unit member.
  - The designated Supervisor or Chief of Police will review the list for accuracy.
  - If there are discrepancies, the administrator should contact the HROs and work together to correct the data for accuracy.
  - Upon completion of the evaluation, the appropriate administrator will forward the evaluation to the HRO's in the Office of Human Resources.

- **Management Notifications – Management Handbook**

- The HRO runs the reports and sorts it by employee, location and supervisor in alphabetical order. The evaluation list is forwarded to the College Administration each fall semester.
  - The evaluations are conducted annually by the employee's immediate supervisor and may include feedback from other members of the campus community. Evaluations may be conducted more or less frequently, dependent upon performance. The completed evaluation form is to be shared and discussed thoroughly with the management employee and then becomes part of the permanent employee personnel file. The primary purpose of the evaluation process is to develop management employees and to assist them in carrying out job responsibilities. The process may be used as the basis for personnel actions. Administrative Policy 7151

**Process for Office of Human Resources**

- Upon receipt of the completed evaluation, the HROs will review the evaluation and enter the evaluation into Colleague within one week of receipt.
- After the evaluation is entered into Colleague, the evaluation is placed in the employee's personnel file.

**Overdue Evaluations**

- If an evaluation is overdue, an overdue notification through the automation notification system will be sent to the Supervisor, Supervisor's Supervisor, the Chief of Human Resources, College Presidents and College Vice Presidents on a weekly basis until the evaluation has been completed and entered into Colleague.
- If an evaluation is 30+ days overdue, an overdue notification through the automation notification system will continue to be sent to the Supervisor, Supervisor's Supervisor, the Chief of Human Resources, College Presidents and College Vice Presidents on a weekly basis but will include Cabinet on a monthly basis until the evaluation has been completed and entered into Colleague.
- Chief Human Resources Officer will add a monthly agenda item of overdue evaluations for discussion in Cabinet.

# Update Class Roster for

[Flex Home](#) / Update Class Roster

- Workshop Roster & Attendance
- Manage My Flex Agreement
- Flex listings

## Roster for Full-Time Faculty Evaluation Workshop, Flex id: Y615

Contact Person: Renee Hamilton, Date: 9/26/2018, Yuba College - Marysville, # of Registrations: 4

- Print Class Roster
- Attend All
- Unattend All

Explanation: Attendance can be updated globally by using one of the buttons above or individual attendance checkbox's can be marked via the edit link.

To add someone to the roster, lookup Faculty/Staff Names below.

ColleagueID	Name	email	attended
0266943			<input checked="" type="checkbox"/>
0284739			<input checked="" type="checkbox"/>
0400174			<input checked="" type="checkbox"/>
0440594			<input checked="" type="checkbox"/>

The Roster Has Been Submitted!

# Update Class Roster for

[Flex Home](#) / Update Class Roster

- Workshop Roster & Attendance
- Manage My Flex Agreement
- Flex listings

## Roster for Full-Time Faculty Evaluation Workshop, Flex id: Y616

Contact Person: Renee Hamilton, Date: 9/26/2018, Yuba College - Marysville, # of Registrations: 7

- Print Class Roster
- Attend All
- Unattend All

Explanation: Attendance can be updated globally by using one of the buttons above or individual attendance checkbox's can be marked via the edit link.

To add someone to the roster, lookup Faculty/Staff Names below.

ColleagueID	Name	email	attended
0119866			<input checked="" type="checkbox"/>
0083127			<input checked="" type="checkbox"/>
0322245			<input checked="" type="checkbox"/>
0266943			<input checked="" type="checkbox"/>
0323184			<input checked="" type="checkbox"/>
0284739			<input checked="" type="checkbox"/>
0400174			<input checked="" type="checkbox"/>

The Roster Has Been Submitted!



# District Management Council (DMC Training)

## “Employee Performance Evaluation”

Donald J. Grady, Sr. MHRM, PHR  
Chief Human Resources Officer  
Office of Human Resources  
Yuba Community College District  
December 12, 2018



# Greetings and Introductions

## Any First Time DMC Attendees?

1. Give us your name
2. Job Title/Department/Location (i.e., WCC, YC, DO, LCC, SCC)
3. Share one thing no one else in the room knows about you

# Agenda and Outcomes

- Elements of Performance Management
- Evaluation Philosophy
- Evaluation Process Cycle
- Evaluation Communication Schedule
- Helpful Evaluation Guidelines
- Other elements of the Evaluation process
- Performance Evaluation Exercise
- Performance Evaluation Form Locations (HR Portal)
- Questions



# Elements of Performance Management

- Objective of Professional Development—Continuous Quality Improvement
- Objective is to enhance and develop skill sets
- Objective is to clearly communicate the manager's expectations, identify the rules, identify the conduct and the impact/consequences of the conduct

# Evaluation Philosophy

- Purpose for Evaluation:
  - To improve instruction and delivery of student services
  - To provide a basis for professional growth
  - To comply with California State/Community College laws and Regulations

***"BUILDING STUDENT SUCCESS THROUGH PROFESSIONAL DEVELOPMENT"***

# Background

- Improving the performance evaluation process has been a long-term goal of the District. Our mission has been to ensure that the evaluation process is not a punitive activity, rather a productive opportunity. An opportunity for professional development and growth.
- To achieve maximum benefit; we will continue to engage college academic and administrative leadership at various levels and district services to contribute to the overall improvement of the evaluation process.
- This training is just the beginning to help structure the framework of this long-term project.



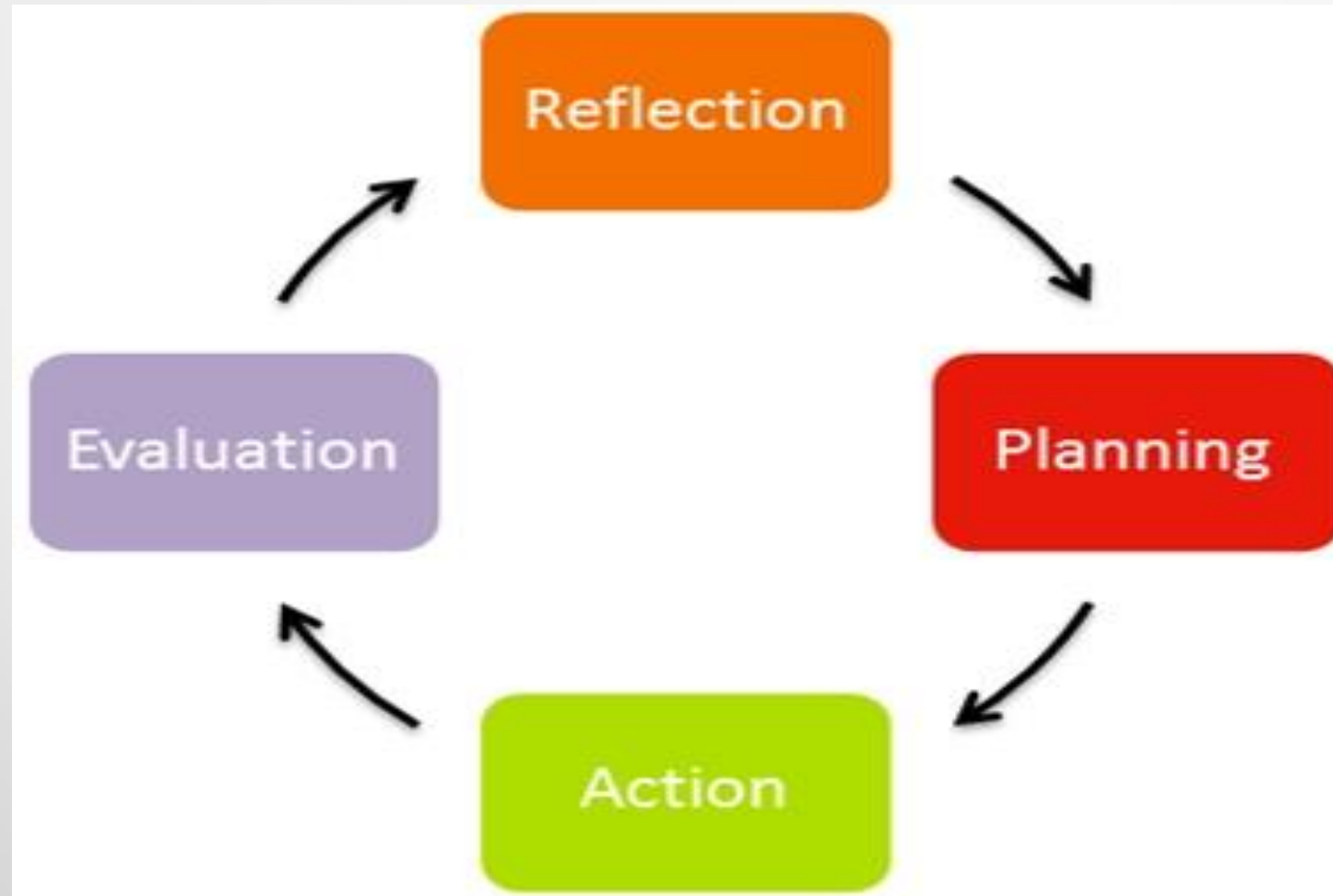
# Performance Evaluation Process Cycle

- Establish Goals and Expectations
- Communicate Goals and Expectations
- Observe Employee's Performance
- Communicate with Employee About his/her Performance
- Provide Needed Training and Assistance

# Performance Evaluation Process Cycle (Continued)

- Prepare Evaluation In Advance
- Conduct Evaluation Meeting
- Set New Goals and Expectations
- Start Process Over

# Evaluation Process Cycle



# Performance Evaluation Forms

[Employee Performance Evaluation Forms](#)

[Employee Performance Evaluation Forms – Classified](#)

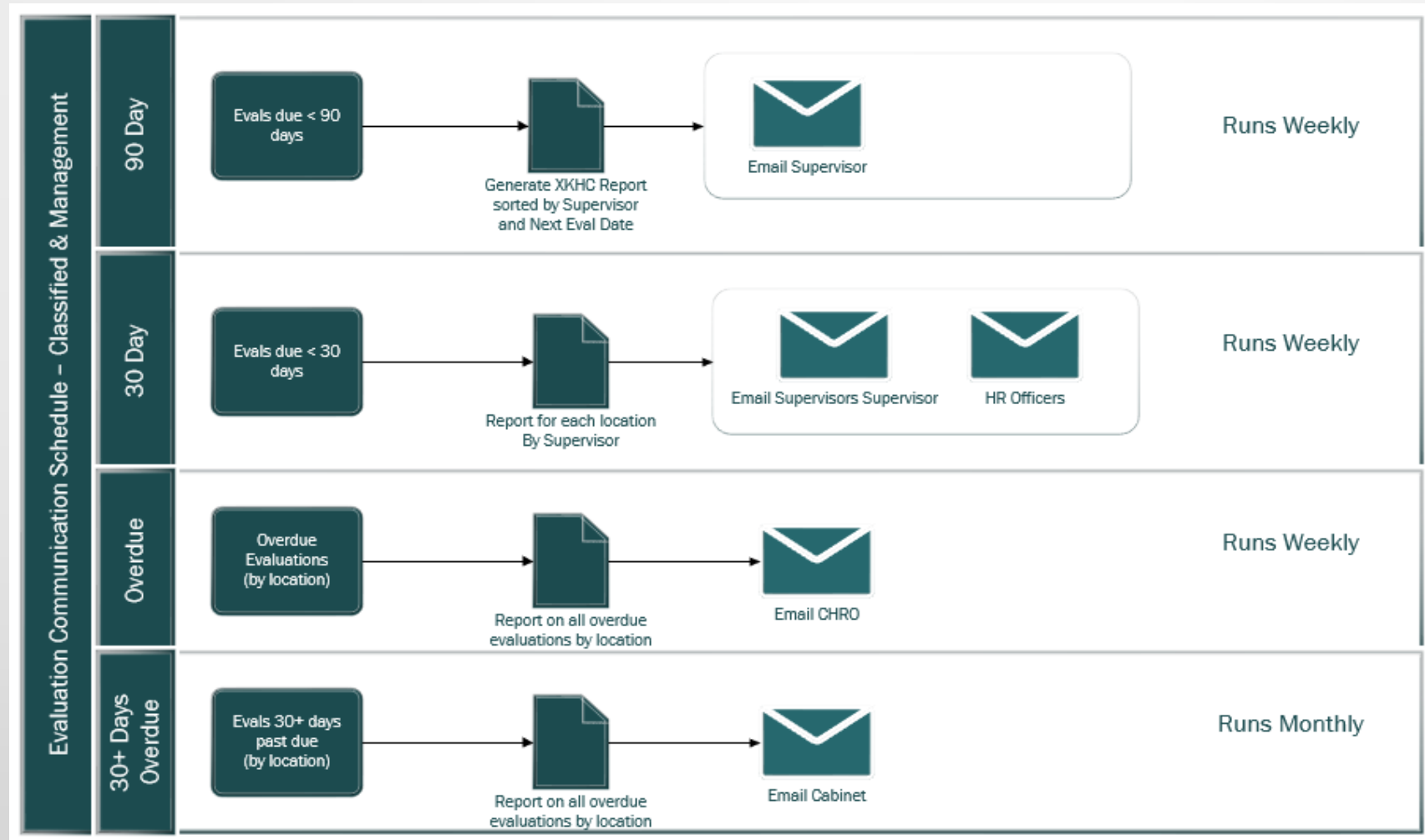
[Employee Performance Evaluation Forms - Management](#)

# Helpful Guiding Principles

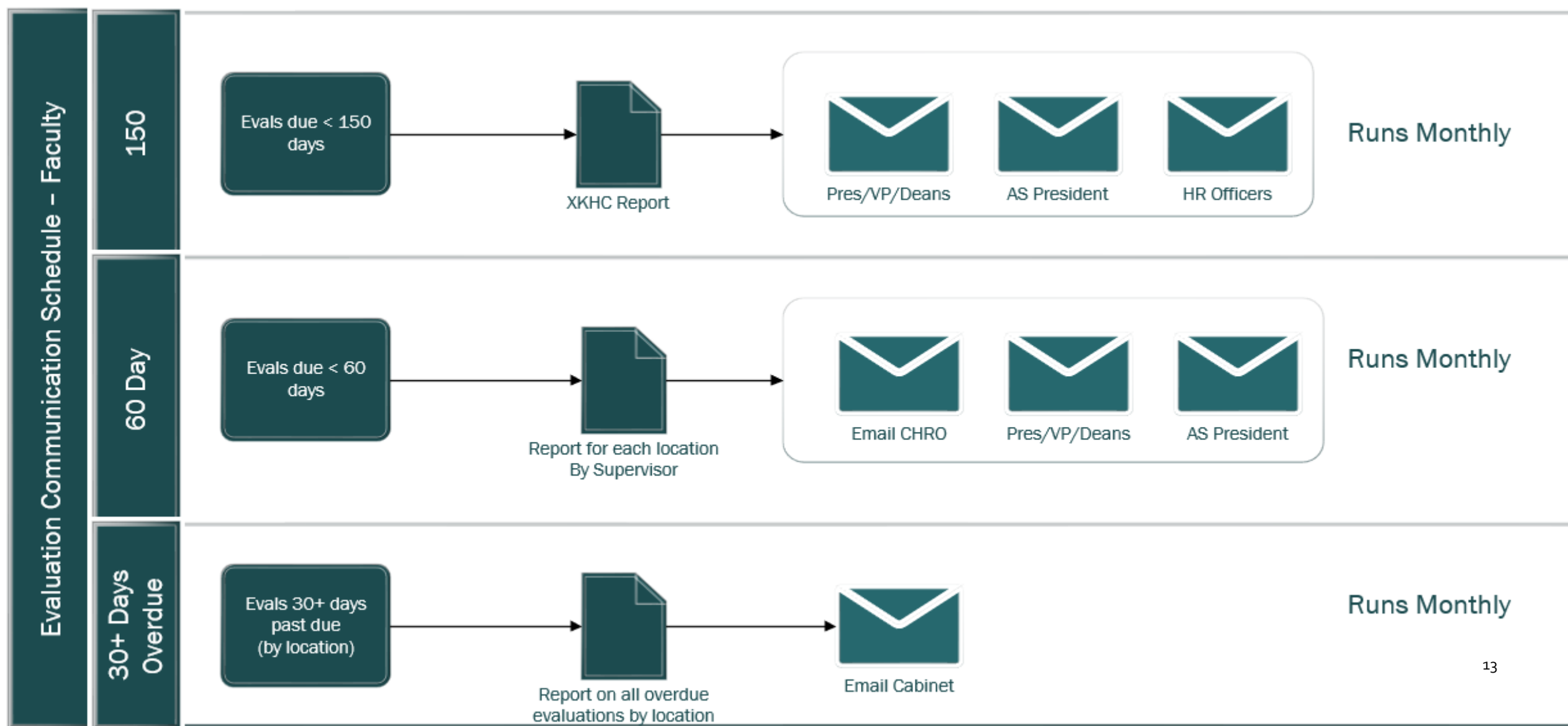
- No Surprises
- Identify All Performance Deficiencies
- Be Honest and Accurate—DO NOT SUGAR COAT!
- Be Specific and Descriptive
- Commend Good and Exceptional Performance



# Evaluation Communication Schedule – Classified & Management



# Evaluation Communication Schedule - Faculty



# Understanding the Importance of Sound Documentation



# What is “Documentation”?

- The only acceptable documentation is in the personnel file, which is obtained through the performance management process

# The “3D” Rule

- DOCUMENT
- DOCUMENT
- DOCUMENT

—Administrative Law Hearings, Arbitrations, PERB Hearings—all won on proper DOCUMENTATION

—In public employment, the presumption is “No Documentation Means No Performance Issues”

# “FRISK” Methodology

- Facts
- Rules
- Impact
- Suggestions
- Knowledge



# Types of Performance Management Tools

- Letter of Commendation
- Letter of Concern
- Letter of Reprimand
- Work Improvement Plan
- Written Performance Evaluation

# Letter of Commendation

- Recognizes Exemplary Performance
- Positive Reinforcement of Employee's Performance



# Letter of Concern

- First Written Response to Employee's Problematic Work Performance
- “Early Intervention” Tool to Assist Employee in Correcting Substandard Performance
- “Corrective” In Nature—generally follows an “oral counseling” session

# Letter of Reprimand

- Disciplinary Response to Employee Conduct or Performance
- May Follow a Letter of Concern (Progressive Discipline) in a Substandard Performance Issue
- May be First Response in an Unprofessional Conduct Matter
- May Include Other Corrective Disciplinary Matters

# Work Improvement Plan

- Corrective Intervention Strategy to Address Substandard Performance or Unprofessional Conduct
- Typically 90 days in length—may be Longer or Shorter Depending on the Circumstances
- Identifiable Benchmarks and Timelines

# Other Helpful Guidelines

Be Prepared to do the Following:

- Deal with Defensive and Abrasive Behavior
- Respond Calmly
- Identify Alternatives to Poor Behavior
- Redirect Conversation to Evaluation
- Keep Redirecting to Stay on Task

# Other Helpful Guidelines (Continued)

## Remember:

- Not to say “Always” or “Never”
- Stay Constructive
- Focus on Job Performance
- Do not Discuss Other Employees
- Do not Make “Off the Record” Comments



# Exercises

\* Knowledge \* Respect/Mutual Trust \* Stewardship \* Student Success \* Culture \* Openness \* Honesty \* Courage\*

# Exercises

- Break into two (2) groups
- Each group will select a Scribe and Spokesperson
- Group A will work together on Case Study titled “Ann”
- Group B will work together on Case Study titled “Claudette”
- Read the case study you have been assigned and prepare a response back to the entire group
- Use the flipchart paper to record your case study responses
- Each group will have 15 minutes to review and prepare your responses
- The selected Spokesperson will have up to 5 mins to provide oral response

# Case Study

Jose is a tenure-track faculty member who has problems with getting along with his academic colleagues. José has been known to have heated arguments in committee meetings and college council, to the point of yelling, screaming, and using profanity in committee settings in the presence of his colleagues and management.

Jose's conduct has been brought to the attention of Ann, the academic Dean that supervises his division. Jose's lack of civility and collegiality is impacting the effective operations of the department and is now starting to impact students. **How should Ann address this performance issue?**



# Case Study

Sterling is an administrative support person working in one of the college's categorical programs. Sterling has had marginal annual performance evaluations. Sterling has received numerous oral counseling's from his previous supervisor, but no concrete direction on how to address his marginal performance.

Sterling has a new manager, Claudette. Claudette has taken the "Strengthening our CORE" Training on Performance Management. Claudette is aware that she needs to address Sterling's marginal performance. Sterling's performance is adversely impacting students in the program. Furthermore, because of Sterling's continued lack of attention to detail, the categorical budgets are now at risk. **What should Claudette do?**

## Case Study – Part 2 (Continued)

Sterling's performance has not improved after four months. Furthermore, Sterling's performance is starting to impact his co-worker's workload. The co-workers are now complaining to Claudette about Sterling not carrying his weight. It is now time for Sterling's annual performance evaluation.


**What should Claudette do now?**



# Any Questions?



**HAPPY HOLIDAYS!**



Next DMC Training is in:

January (TBD), 2019

# Update Class Roster for

[Flex Home](#) / Update Class Roster

- Workshop Roster & Attendance
- Manage My Flex Agreement
- Flex listings

## Roster for Faculty Evaluations, The what and how, Flex id: Y643

Contact Person: Pahua Vue, Date: 1/8/2019, Yuba College - Marysville, # of Registrations: 12

- Print Class Roster
- Attend All
- Unattend All

Explanation: Attendance can be updated globally by using one of the buttons above or individual attendance checkbox's can be marked via the edit link.

To add someone to the roster, lookup Faculty/Staff Names below.

ColleagueID	Name	email	attended
0205797			<input checked="" type="checkbox"/>
0045518			<input checked="" type="checkbox"/>
0083127			<input checked="" type="checkbox"/>
0003054			<input checked="" type="checkbox"/>
0319697			<input checked="" type="checkbox"/>
0252866			<input checked="" type="checkbox"/>
0312198			<input checked="" type="checkbox"/>
0044688			<input checked="" type="checkbox"/>
0234662			<input checked="" type="checkbox"/>
0145321			<input checked="" type="checkbox"/>
0394724			<input checked="" type="checkbox"/>
0440594			<input checked="" type="checkbox"/>

The Roster Has Been Submitted!

## 2019 Classified Professional Development

### Day 2: Thursday, July 11, 2019

<b>11:30-1:00pm</b>	CalPERS - Your Retirement and You - Rm. 2140	CalPERS - Benefit Basics - Rm. 2142
<b>1:00-1:50pm</b>	Personal Finance and Budgeting Workshop - Rm. 2140	
<b>2:00-2:50pm</b>	How to Report Student Injuries and Student Complaints - Rm. 847	
<b>3:00-3:50pm</b>	Classified Staff on Committees - Rm. 803	
<b>4:00-4:50pm</b>	Employee Performance Appraisals: What to Expect - Rm. 803	

### Day 3: Thursday, July 25, 2019

<b>7:30-8:50am</b>	<b>Breakfast from Classified PD Workgroup - Flavors</b>	
<b>9:00-9:50am</b>	How to Plan & Market Campus Events - Flavors	
<b>10:00-10:50am</b>	Writing a Winning Resume - Rm. 1131	
<b>11:00-11:50am</b>	Interview Skills and Strategies - Flavors	
<b>12:00-1:30pm</b>	<b>CSEA Lunch and Workshop: Article 17 Reclassification – Everything You Need to Know</b>	
<b>1:30pm</b>	<b>Raffle Prize Drawing - Flavors</b>	



# Maximizing Performance Management Through the Evaluation Process

Administrator Training

October 13, 2019



# Goals and Objectives

- ▶ Understanding Management's Role in Developing Employees
- ▶ Understanding the Importance of Sound Documentation
- ▶ Mastering the Proper Tools of Employee Evaluations



# Understanding Management's Role in Developing Employees



## LEWIN'S CHANGE MODEL

Lewin's Three Stage Change Process – Practical Steps



### Unfreeze

- Determines what needs to change
- Ensure there is strong support from management
- Create the need for change
- Manage and understand the doubts and concerns



### change

- Communicate often
- Dispel rumors
- Empower action
- Involve people in the process



### refreeze

- Anchor the changes into the culture
- Develop ways to sustain the change
- Provide support and training
- Celebrate successes

## Kotter's theory



# What Makes a Successful Team?



Strong Organizational Culture  
Strong Leadership -Coaching/Mentor



Brand Identity—Understanding and  
Embracing Concept of “Team”



Consistent Standards of Excellence in  
Performance



Clear Expectations of Performance



“Active” Reinforcement of Values and  
Norms

# Understanding the Importance of Sound Documentation



## The “3D” Rule

- DOCUMENT
- DOCUMENT
- DOCUMENT

—Administrative Law Hearings, Arbitrations, PERB Hearings—all won on proper DOCUMENTATION

—In public employment, the presumption is “No Documentation Means No Performance Issues”





# What is “Documentation”?

- ▶ The only acceptable documentation is in the personnel file, which is obtained through the performance management process

# Elements of the Tools of Performance Management

- ▶ Objective of Professional Development—Continuous Quality Improvement
- ▶ Objective to clearly communicate the employer's expectations, identify the rules, identify the conduct and the impact/consequences of the conduct



# Types of Performance Management Tools

- ▶ Letter of Commendation
- ▶ Letter of Concern
- ▶ Letter of Reprimand
- ▶ Work Improvement Plan
- ▶ Annual Performance Evaluation



# Letter of Commendation

- ▶ Recognizes Exemplary Performance
- ▶ Positive Reinforcement of Employee's Performance

# Letter of Concern

- ▶ First Written Response to Employee's Problematic Work Performance
- ▶ “Early Intervention” Tool to Assist Employee in Correcting Substandard Performance
- ▶ “Corrective” In Nature—generally follows an “oral counseling” session

# Letter of Reprimand

- ▶ Disciplinary Response to Employee Conduct or Performance
- ▶ May Follow a Letter of Concern (Progressive Discipline) in a Substandard Performance Issue
- ▶ May be First Response in an Unprofessional Conduct Matter
- ▶ May Include Other Corrective Disciplinary Matters

# Work Improvement Plan

- ▶ Corrective Intervention Strategy to Address Substandard Performance or Unprofessional Conduct
- ▶ Typically 90 days in length—may be Longer or Shorter Depending on the Circumstances
- ▶ Identifiable Benchmarks and Timelines



# Performance Evaluations

- ▶ Establish Goals and Expectations
- ▶ Communicate Goals and Expectations
- ▶ Observe Employee's Performance
- ▶ Communicate with Employee About his/her Performance
- ▶ Provide Needed Training and Assistance





# Performance Evaluations (Continued)

- ▶ Prepare Annual Evaluation
- ▶ Evaluation Meeting
- ▶ Set New Goals and Expectations
- ▶ Start Process Over



# Helpful Guiding Principles

- ▶ No Surprises
- ▶ Identify All Performance Deficiencies
- ▶ Be Honest and Accurate—DO NOT SUGAR COAT!
- ▶ Be Specific and Descriptive
- ▶ Commend Good and Exceptional Performance

# Conduct vs. Character

## Conduct

- ▶ “Management Observes...”
- ▶ “Not credible” “Not Accurate”
- ▶ “Adversely Impacting Students and Staff Operations”
- ▶ “Your Performance Has Adversely Impacted Department Operations”
- ▶ “Management Regrets that the Performance has Not Improved...”

## Character

- ▶ “I Feel...”
- ▶ “Liar”
- ▶ “Your Peers are Upset with You”
- ▶ “You are Not Dependable or Reliable”
- ▶ “I’m Disappointed in You”

## Other Helpful Guidelines

- ▶ Be Prepared to do the Following:
  - ▶ Deal with Defensive and Abrasive Behavior
  - ▶ Respond Calmly
  - ▶ Identify Alternatives to Poor Behavior
  - ▶ Redirect Conversation to Evaluation
  - ▶ Keep Redirecting to Stay on Task



## Other Helpful Guidelines (Continued)

- ▶ Remember:
  - ▶ Not to say “Always” or “Never”
  - ▶ Stay Constructive
  - ▶ Focus on Job Performance
  - ▶ Do not Discuss Other Employees
  - ▶ Do not Make “Off the Record” Comments



# Exercises



# (<https://www.yccd.edu>)

## FACULTY EVALUATIONS

HOME ([HTTPS://WWW.YCCD.EDU/](https://www.yccd.edu/)) > CENTRAL SERVICES ([HTTPS://WWW.YCCD.EDU/CENTRAL-SERVICES/](https://www.yccd.edu/central-services/)) > HUMAN RESOURCES ([HTTPS://WWW.YCCD.EDU/CENTRAL-SERVICES/HR/](https://www.yccd.edu/central-services/hr/)) > FACULTY EVALUATIONS

[FT Faculty Evaluation Presentation – Handouts \(https://151f2j4flrt83z1wkf2run2n-wpengine.netdna-ssl.com/wp-content/uploads/2018/09/FT-Faculty-Evaluation-Presentation-Handouts.pdf\)](https://151f2j4flrt83z1wkf2run2n-wpengine.netdna-ssl.com/wp-content/uploads/2018/09/FT-Faculty-Evaluation-Presentation-Handouts.pdf)

[FT Faculty Evaluation Presentation \(https://151f2j4flrt83z1wkf2run2n-wpengine.netdna-ssl.com/wp-content/uploads/2018/09/FT-Faculty-Evaluation-Presentation-1.pdf\)](https://151f2j4flrt83z1wkf2run2n-wpengine.netdna-ssl.com/wp-content/uploads/2018/09/FT-Faculty-Evaluation-Presentation-1.pdf)

---

### FACULTY EVALUATION PACKETS

[TEMPORARY Faculty Evaluation Packet \(https://php.yccd.edu/hr/jms/viewform.php?id=161\)](https://php.yccd.edu/hr/jms/viewform.php?id=161)

[TENURE TRACK Faculty Evaluation Packet \(https://php.yccd.edu/hr/jms/viewform.php?id=163\)](https://php.yccd.edu/hr/jms/viewform.php?id=163)

[TENURED Faculty Evaluation Packet \(https://php.yccd.edu/hr/jms/viewform.php?id=162\)](https://php.yccd.edu/hr/jms/viewform.php?id=162)

---

### PAST TRAININGS

The Office of Human Resources will be conducting Full-Time Faculty Evaluation Workshops at the two colleges. The workshops will provide an overview of the new evaluation forms and process. The intended audience is the VP, Deans and Directors who supervise faculty, peer evaluators, and faculty who are scheduled for evaluations. Flex credit has been requested.

#### Woodland Community College:

- o September 19, 2018 at 10-11:00 a.m., WCC Room 852/Polycom to LCC 115
  - o September 19, 2018 at 3-4:00 p.m., WCC Room 852/Polycom to LCC 115
  - o October 24, 2018, WCC Room 852/Polycom to LCC 115
-



## Yuba College:

- o September 26, 2018 at 9-10 a.m., President's Conference Room (YC Room 4)
- o September 26, 2018 at 3-4 p.m., President's Conference Room (YC Room 4)

### EMPLOYEE LINKS

- ▶ Calendars, News and Events  
(<https://www.yccd.edu/central-services/calendars/>).
- ▶ District Handbook  
(<https://www.yccd.edu/central-services/education-and-planning/district-handbook/>).
- ▶ Employee Directories  
(<https://district.yccd.edu/hr/directory/>).
- ▶ HR Forms  
(<http://www.yccd.edu/central-services/hr/forms/>).
- ▶ Job Descriptions  
(<http://www.yccd.edu/central-services/hr/job-descriptions/>).
- ▶ Labor Relations  
(<http://www.yccd.edu/central-services/hr/labor-relations/>).
- ▶ Login  
(<https://login.yccd.edu/>).
- ▶ Salary Schedules  
(<http://www.yccd.edu/central-services/hr/salary/>).

### QUICK LINKS

- ▶ Accessibility Concerns  
(<https://www.yccd.edu/accessibility/>).
- ▶ Campus Police  
(<https://www.yccd.edu/central-services/campus-safety/>).
- ▶ Colusa County Campus  
(<https://wcc.yccd.edu/ColusaCounty/>).
- ▶ Consumer Information  
(<https://www.yccd.edu/central-services/consumer-information/>).
- ▶ Lake County Campus  
(<https://lcc.yccd.edu/>).
- ▶ Sutter County Campus  
(<https://yc-scc.yccd.edu/>).
- ▶ Woodland Community College  
(<https://wcc.yccd.edu/>).
- ▶ Yuba College  
(<https://yc.yccd.edu/>).

425 Plumas Blvd, Suite 200  
Yuba City, CA 95991  
Phone: (530) 741-8949

SEND US FEEDBACK

We'd love to hear from you. Please [email us here to submit your feedback \(https://contactus.yccd.edu/newform?id=YCCD\)](https://contactus.yccd.edu/newform?id=YCCD). Thank you!

Like 62    Share

© 2017 Welcome to Yuba Community College District

[↑ Back To Top](#)

## **Faculty Evaluation and Tenure Review Task Force Meeting Notes**

Wednesday, May 25, 2016  
12-2 p.m.  
Board Room and WCC Room 114

**Members in Attendance:** Christopher Howerton, Brian Jukes, Georgie O'Keefe-Schwering, Jacques Whitfield, Angela Willson

**Guest:** Denise Daniel

**Recorder:** Renee Hamilton

**Review of Meeting Purpose:** The purpose of the meeting was to discuss follow up and feedback on the pilot instrument and process. Discussion also included the survey and informal discussion as it relates to the process and the new forms. Any changes to the overall evaluation process need to be negotiated with YCFA.

There was limited feedback to the survey with 15 responses from evaluators and 2 responses from evaluatees. However, the feedback was informative and highlighted opportunities for improvement for Year 2 of the pilot project. The following recommendations were discussed:

### **Process:**

- Before each cycle begins, identify for HR who is using the new instrument and who is using the old one.
  - All tenured faculty will use the new form.
  - Probationary employees will remain on the form they are currently using.
  - Anyone using the old form may switch to the new form.
  - We still need to check with both Academic Senates to see if all new hires and/or non-tenure track faculty will use the new form.
  - Need to identify who is in the new group.
- Provide a real-time feedback mechanism that can be submitted as soon as the evaluation process is completed.
- Encourage more communication between the evaluatee and the evaluation team, as well as between the evaluation team and the academic administrator, to assure ongoing feedback on the process and timeline. For areas where there was not agreement, this would be an opportunity for the committee to discuss issues.
- Clearly outline and codify the steps in the process and provide a checklist with timelines
- Provide a handbook that contains instructions.
- Change "meets expectations" to "clearly meets expectations"; change "marginal" to "marginally meets expectations".
- Develop a rubric that clarifies "exceeds expectations", "clearly meets expectations", "marginally meets expectations", and "unacceptable".
- The "needs improvement" portion needs to be defined and explained more clearly as we want it to focus on growth opportunities rather than being punitive.
- Need to ensure the instrument operates within the current CBA.

- Recommend a meeting at the end of the process as an opportunity for additional dialogue between the evaluatee and the academic administrator/evaluation team. If an evaluatee does not mutually agree to meet more often than 2 times, it will not go against the individual.

#### **Form:**

- Nearly all respondents said the piloted forms were a significant improvement over what we had in the past.
- Include a summary form which includes the collaborative committee evaluation and all signatures.
- One of the comments questioned if the professional development part was relevant to first year hires. Members agreed it is relevant and we can provide more training to make it relevant. The concern for first year faculty is to focus on the teaching assignment and acclimating into their new assignment. New faculty may not participate in the breath of additional duties and responsibilities in the first year as in consecutive second, third and fourth years.
- There were no comments from respondents about the student evaluation piece. However, Willson shared that the YC DE Committee is looking at making the online DE Evaluation form more confidential and exploring how to limit access.
- Provide the forms as fillable pdf forms. Include an explanation on the form to attach more sheets if necessary.
- Provide an explanation that the academic administrator needs to write a narrative for each box. This will also be covered in the training.
- Improve labeling of the forms.
- Significant changes to the new form and related process need to go to the senates for feedback.
- Set a deadline for final changes to the 2016-17 evaluation forms so they can be rolled out in a timely manner.
- Communication needs to be done regularly and consistently at the beginning of each cycle.

#### **Training:**

- Training would work best if it is a joint collaboration of faculty, administrators, and HR.
- Have more small session trainings for faculty evaluators similar to how EEO training is conducted.
- HR will work with college leadership and faculty senates to schedule the trainings.
- HR is still developing the instruction manual/handbook and it should be ready to roll out in August.
- Provide a more thoughtful, clear explanation for the evaluatees.
- Have both live and online trainings.
- Use a flipped classroom model by having participants do the online training before attending the live training
- Record one of the early live trainings to add as an online training.
- Use Canvas for the online training and to house the forms and manual.
- Faculty are well versed in Canvas and will take the lead in that area while working closely with HR.

#### **Next Steps:**

- Willson will take a first pass at creating a rubric and share it with the task force.
- HR will develop the timelines, manuals, training schedule, and summary form for administrators and circulate to the task force for input.
- HR will provide an update to both senates.
- HR will do the content on training and send it out to task force for input.
- HR will complete a draft handbook and circulate to the task force for input; completion is targeted for August 2016.

- Willson will send a link to the YCCD Employee Knowledge Base in Canvas and check with IT to see if they are okay with us using that area.
- Willson and Whitfield will collaborate on the electronic training.
- At the beginning of the year, HR will communicate the revised process, forms, and training schedule for 2016-17 to all faculty and managers.



## **Human Resources Development And Personnel Services**

### **M E M O R A N D U M**

**TO:** Dr. Douglas Houston, Chancellor

**FROM:** Jacques S. Whitfield, Chief Human Resources Officer  
Dolly Green, Interim Director of Human Resources  
Denise Daniel, HR Officer, Academic

**DATE:** November 2, 2017

**RE:** Full-Time Faculty Evaluation Instrument – Pilot Program Overview

The Yuba Community College District has been enhancing the quality and rigor of the evaluation process over the last several years for all employees --- academic, Classified and management. The full-time faculty, working through the Academic Senate, has been having conversations for over a decade about how to enhance the rigor of the evaluation process. In the Spring of 2013, the Academic Senates of both Yuba College and Woodland Community College met with the Chancellor and the Office of Human Resources to explore ways in which to move this priority forward.

In the Spring of 2014, after the tenure review process and recommendations were submitted to the Governing Board of Trustees, there was further discussion at the Board level and at the college/District level about the need to enhance the faculty evaluation process. The result of these series of discussions was the establishment of the YCCD Faculty Evaluation Task Force. The charge of the Faculty Evaluation Task Force was to review the current evaluation instrument, research other community college districts for evaluation instruments that reflected “best practices” in performance management for academic employees, and make recommendations on how the current instrument could be modified and enhanced to have a more meaningful experience for the faculty member.

The Faculty Evaluation Task Force began meeting in 2015. The Task Force included representatives from faculty from both Yuba and Woodland, Academic Administrators, Office of Human Resources, the Academic Senate and YCFA (now FAYCCD). The Task Force sought input from both discipline faculty and non-instructional faculty, including Student Services faculty, librarians and coaches.

The Office of Human Resources played two critical functions: provide technical support and resources to the Faculty Evaluation Task Force and work with the faculty association (FAYCCD) on an implementation plan for the new instrument. The goal was to create a new instrument within the existing CBA language, which contained fairly comprehensive language about the scope and elements of a faculty evaluation. Article 6.10 provides that all faculty evaluations include the following elements:

1. Acceptance of responsibility
2. Effectiveness of communication
3. Effectiveness of instruction/student services
4. Expertise in subject matter/skill in contract assignment
5. Techniques of instruction/skill in accomplishing contract responsibilities/assignments
6. Participation in professional responsibilities and other internal and external professional activities that further the image and growth of the college/district

Despite this comprehensive language, the District did not have a robust instrument in which to accurately measure these elements for full-time faculty. Moreover, the existing instrument did not include any self-reflective elements to allow a full-time faculty member to evaluate and assess her/his progress and growth in the teaching profession. Furthermore, many faculty and faculty leaders expressed that the current instrument was not grounded in a foundation of professional growth and development.

With these goals in mind, the Faculty Evaluation Task Force met with the goals of creating a new instrument. In the late Spring 2015 Semester, the Task Force completed its initial work of developing a new evaluation instrument. The proposed instruments were formally submitted to the YC and WCC Academic Senate, as well as to FAYCCD.

The Office of Human Resources and the Task Force proposed a multi-year phased implementation plan. Under the implementation phase, the faculty were initially divided into four (4) principle groups with the corresponding timelines:

Initial Implementation Timeline – Developed in 2014

1. Tenured faculty	2014-15
2. Tenure-track (probationary) faculty	2015-16
3. Non-tenured/Categorical faculty	2016-17
4. Part-time faculty	2017-18

Adjusted Implementation Timeline – Ongoing 2014 - 2017

1. Tenured faculty	2014-15 Completed
2. Non-tenured/Categorical faculty	2015-16 Completed
3. Tenure-track (probationary) faculty OPTIONAL	2016-17 Completed
4. Undesignated	2017-18 Ongoing

NOTE: The part-time faculty have not yet been integrated into this comprehensive implementation plan. YC-AFT has chosen to go in a different direction, and it has communicated this direction during its negotiations.

The YC and WCC Academic Senates approved moving forward with the new instrument through a pilot program. After quite a bit of discussion, the Academic Senates began the multi-year implementation, beginning with tenured faculty in the first year. The Senates also included in the first year of the pilot any first-year probationary faculty who volunteered to use the pilot instrument.

The Senates approved the pilot program with the understanding that the District/Office of Human Resources would meet and confer with FAYCCD to discuss and develop a time table in which the new instrument would become permanent. As previously stated, the process for evaluations is well-defined in the FAYCCD CBA. The instrument, which is not a part of the CBA, reflects the process which is negotiated and defined in the CBA.

The Senates contemplated the development of training modules for both faculty and academic administrators who would be using the new instrument. The Senates additionally contemplated a thorough review/assessment and evaluation process at the end of each pilot process, so that all of the relevant stakeholders could identify any strengths and weaknesses with the new instrument, and make adjustments to the instrument to increase its effectiveness.

After the first year of the pilot, the Office of Human Resources with significant faculty leader input made adjustments to some of the addenda to the pilot forms (Counseling, Librarians, Coaching).

The Office of Human Resources also developed Student Learning Objectives for the faculty evaluation training, which it shared with academic administrators and the Academic Senates (see Attached). There were also discussions between the Senates and the Office of Human Resources about the desire to establish training platforms on the Canvas LMS. To date, the Canvas training site has not been established.

During the 2016-17 academic year, the Office of Human Resources, with the technical support of the DSET Team, developed and distributed After Action Review (AAR) forms to all academic administrators at the colleges for the express purpose of gathering assessment and evaluation feedback from all of the stakeholders using the piloted forms. It is the District's expectation that this AAR process can be completed between the late Fall 2017 Semester and early Spring 2018 semester, so that the review and vetting process for the pilot evaluation tool may be completed and



the instrument be fully implemented prior to the end of the 2017-18 academic year.

Finally, while the Office of Human Resources has created SLOs for the faculty evaluation training and has conducted extensive trainings for the academic administrators at both colleges, far more training for faculty members needs to be planned and conducted. The strength of the new evaluation instrument will depend heavily upon training faculty leaders on the rigors of the new instrument.

Thank you for your continued support and guidance in this process. We look forward to further feedback and direction.

Enclosure: SLOs Faculty Evaluation Training



## MEMORANDUM

**TO:** CHANCELLOR DIANNE VAN HOOK  
**FROM:** DONALD GRADY, CHRO, YUBA COMMUNITY COLLEGE DISTRICT  
**SUBJECT:** IEPI LOI  
**DATE:** OCTOBER 16, 2018  
**CC:** CHANCELLOR DOUGLAS HOUSTON

### **Institution name: Yuba Community College District, Department of Human Resources**

The Yuba Community College District Board of Trustees is committed to the values and principles of diversity, to maintaining high ethical standards and to promoting sustainability efforts throughout our District. They have developed a culture of trust, honesty, respect, integrity, and accountability. Each trustee is committed to contributing to the common goal of student success and access. Ultimately, the YCCD Board of Trustees have developed and perfected a culture of trust and a true foundation for professional reliance and interdependencies with the District Chancellor and collectively have created an innovative, world-class learning environment.

### **Description of your institution's areas of focus for PRT assistance:**

We are seeking assistance to develop online self-service portals. Currently, our team of five HR staff members support over 800 employees and 4900 students at multiple College campuses and centers. Online self-service portals are used to conduct a wide range of HR transactions that were formerly conducted via paper transaction. Some examples of such employee self-service (ESS) transactions include employee personal data and updates, employee onboarding, benefits enrollment (initial, annual and miscellaneous changes), employee training/e-learning, performance management, time and attendance, access to handbooks and policies and other organizational culture information, total compensation reports, and wellness surveys and resources. In addition, many organizations have deployed manager self-service (MSS) portals through which managers can relieve HR of some transactional tasks. Both ESS and MSS can reduce the time HR professionals spend on administrative tasks, freeing them to raise their value in the organization by participating in more strategic planning.

### **Description of the rationale for these areas of focus:**

Yuba Community College District was a leader in the implementation of Colleague in the late 1990's as part of the Y2K scare. Though Datatel did not have all of the necessary functionality an institution of higher education needed in their HR modules, we were able to implement and customize the program to work for our district. While we implemented several modules of WebAdvisor self-service portal, most of our current processes are still paper driven and require a great deal of manual data entry. With changes in technology and the advent of smart phones our employees expect to be able to complete and submit forms electronically anytime and from anywhere. With five staff to manage all Human Resources activities, it is imperative we start to use electronic form submission and automated workflow processing to solve the many challenges our department faces regularly.

Human Resource intranets have been in existence for nearly two decades, and they have increasingly grown from "link farms"—designed primarily to reduce paper-based costs and promote self-service—toward more personal, interactive and multidimensional sites. Still, HR portals that meet those goals are in the minority because:

- HR staff have limited technical knowledge.
- Organizations often lack seamless access to third-party vendors, such as 401(k) or health plan providers.
- Site designs are not intuitive or user-friendly.
- Information on the site is outdated, thereby proving unreliable to users.

More dynamic portals, on the other hand, are characterized by systems that:

- Enable HR staff to create, manage or edit content with little help from IT staff.
- Have identity management features that display portal content tailored to users' specific attributes, such as job categories, union status or benefits plans.



- Feature single sign-on functions that grant employees access via the portal to content from third-party vendors without the need for additional passwords.

ESS portals allow employees to have quick and easy access to HR-related transactions and services that HR personnel would otherwise have to provide. This can reduce HR's tactical duties and free up time for more strategic pursuits, with realized cost savings in time and efficiency. User-friendly and paperless, ESS portals can also help standardize processes, reducing errors and enhancing reporting capabilities—tackling most administrative tasks. ESS delivers measurable efficiencies to employees and the organization by eliminating inaccuracies in data collection by offering a single point of entry and immediate application of business rules. It also makes employees responsible for keeping their own information accurate and up-to-date. Finally, integration with systems across the organization increases the speed of HR transactions. These administrative tasks include but are not limited to the following:

- Employee personal data and updates
- Recruitment Process
- New Employee virtual orientation
- Employee onboarding
- Automated Exit Interview Checklist & Process
- Benefits enrollment (initial, annual and miscellaneous changes)
- Employee training/e-learning and Manager & Professional Development
- Time and attendance
- Wellness surveys

**Indication of what would be the ideal time for the first visit:**

An ideal visit would be during the timeframe of early December 2018.

**Signature of College/District CEO:**

A handwritten signature in blue ink, appearing to read 'D. Houston', is written over a faint, circular blue stamp.

Dr. Douglas Houston  
Chancellor, Yuba Community College District

## SANTA CLARITA COMMUNITY COLLEGE DISTRICT

### INNOVATION AND EFFECTIVENESS GRANT AGREEMENT

#### Yuba Community College District

This Innovation and Effectiveness Grant Agreement ("Agreement") is between Santa Clarita Community College District ("SCCCD"), a California community college district and political subdivision of the State of California, and **Yuba Community College District** ("Applicant District"). SCCC and Applicant District are also referred to collectively as the "Parties" and individually as "Party."

#### **APPLICANT DISTRICT ACKNOWLEDGMENTS AND RESPONSIBILITIES:**

1. **Project Implementation**– Applicant District must submit a completed Innovation and Effectiveness Grant Application ("Application") attached hereto as Exhibit A and made a part hereof. Applicant District will work to complete the Project as defined in Application based on College Innovation and Effectiveness Plan.
2. **Grant Funding** - Applicant District shall receive funding in the amount listed on the Application within thirty (30) days of District's receipt of a fully-executed Agreement.
3. **Term** – Applicant District will have a period of twelve (12) months from the date of last signature on this Agreement to expend the funds received through the Institutional Effectiveness Partnership Initiative (IEPI) program ("Term"). Any request for extension will be subject to the written approval of SCCC. Any unused funds will be required to be returned per SCCC's directions.
4. **Quarterly Reports** - Applicant District agrees to complete and submit quarterly progress and expenditure reports beginning the end of the first full quarter, documenting the progress and funds expended to date per the Application within twenty (20) days of the end of each quarter. The end dates of each quarter are as follows: March 31, June 30, September 30 and December 31. Applicant District must use the Quarterly Report template attached hereto as Exhibit B. If Applicant District's quarterly expenditures are lower than expected, Applicant District must provide additional information and indicate the timeframe in expending the balance.
5. **Final Report** - Applicant District agrees to complete and submit a report to SCCC, documenting the impact and results of the College Innovation and Effectiveness Plan and grant funding, and the final accounting within twenty (20) days of the end of the twelve (12) month Term, including proof of expenditure i.e., District check, and invoice. Applicant District must use the template attached hereto as Exhibit B.
6. **Document Retention** – In accordance with State requirements regarding the use of Grant funds, Applicant District agrees to: (a) maintain financial records in accordance with generally accepted accounting practices regarding the use of funding received for this Project including, but not limited to, original documentation; and (b) preserve and make available all records related to this Project for examination by SCCC, Chancellor's Office, and/or their duly authorized representatives or agents for three (3) years after the completion of the Grant.
7. **Changes to Application/Agreement** – Applicant District understands and agrees that no changes will be made to the approved expenditures after SCCC has approved the Application without written authorization by SCCC. Unauthorized changes will not be paid by SCCC.
8. **Regulatory Compliance** – By signing this Application and Agreement and accepting Grant funding, Applicant District agrees that it will comply with all California Education Codes, Public Contract Codes, other applicable laws and regulations and Applicant District's policies and procedures.
9. **Indemnification** - Applicant District agrees to defend, hold harmless and indemnify SCCC, its parent, affiliates, subsidiaries, authorized representatives, directors, officers, agents and employees against any and all liability for any judgments, awards, expenses, fines, penalties, attorneys' fees, costs, or other claims for damages in connection with any suit, complaint, charge, proceeding or action of any kind alleging a violation of any statutory or regulatory provision or otherwise arising out of the negligent act or willful misconduct by Applicant District, of its duties and responsibilities under this Agreement, unless such performance or nonperformance occurred at the direction of or was caused by SCCC. This hold harmless and indemnification includes but is not limited to compensatory damages, punitive damages, regulatory fines and penalties, and extra-contractual liability and shall survive the termination of this Agreement.

SCCCD agrees to defend, hold harmless and indemnify Applicant District, its parent, affiliates, subsidiaries, authorized representatives, directors, officers, agents and employees against any and all liability for any judgments, awards, expenses, fines, penalties, attorneys' fees, costs, or other claims for damages in connection with any suit, complaint, charge, proceeding or action of any kind alleging a violation of any statutory or regulatory provision or otherwise arising out of the negligent act or willful misconduct by SCCCD, of its duties and responsibilities under this Agreement, unless such performance or nonperformance occurred at the direction of or was caused by Applicant District. This hold harmless and indemnification includes but is not limited to compensatory damages, punitive damages, regulatory fines and penalties, and extra-contractual liability and shall survive the termination of this Agreement.

10. **Assumption of Risk** - Applicant District hereby voluntarily releases, discharges, waives and relinquishes any and all actions or causes of action occurring to Applicant District arising in any way whatsoever as a result of engaging in the activities described in the Application or any activities incidental thereto wherever or however the same may occur and for whatever period said activities may continue. Applicant District does for itself, its heirs, executors, administrators and assigns hereby release, waive discharge and relinquish any action or causes of action, aforesaid, which may hereafter arise for itself, and agrees that under no circumstances will it or its heirs, executors, administrators and assigns prosecute, present any claim against the SCCCD or any of its officers, agents, or employees for any of said causes of action, whether the same shall arise by the negligence of any of said persons, or otherwise.
11. **Trademark/Logo Use**. Applicant District must obtain written approval from SCCCD's Public Information Office ("PIO") to use SCCCD's name and/or logos in any advertisements, promotions, press releases or other media. In the event such permission is extended, PIO will furnish Applicant District with camera-ready artwork for such use. SCCCD, at its sole discretion, may limit or otherwise place conditions on Applicant District's use of SCCCD's name, and/or logos in which case such limitations shall be incorporated into this Agreement. Applicant District shall not revise, change, or otherwise alter any material related to SCCCD's name and/or logo without written consent from SCCCD.
12. **Creative Commons Attribution License**: Applicant District agrees that any works created under the Institutional Effectiveness and Technical Assistance Grant funded by the California Community Colleges Chancellor's Office carries the Creative Commons Attribution License that gives permission to the public to reproduce, distribute, perform, display, or adapt the licensed materials for any purpose so long as the user gives attribution to the author.
13. **Termination**. Either Party may, at any time, with or without cause, terminate this Agreement by providing at least thirty (30) days written notice to the other Party prior to the requested termination date. In such case, SCCCD shall compensate Applicant District only for services satisfactorily rendered to the date of termination. Written notice by SCCCD shall be sufficient to stop further performance of services by Applicant District. In such case, notice shall be deemed given when received by the Applicant District or no later than three (3) days after the day of mailing, whichever is sooner.
14. **Assignment**. The obligations of the Applicant District pursuant to this Agreement shall not be assigned by the Applicant District without the express, written approval of the SCCCD.
15. **Compliance With Applicable Laws**. The Applicant District's obligations completed herein must meet the approval of the SCCCD and shall be subject to the SCCCD's general right of inspection to secure the satisfactory completion thereof. Applicant District agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Applicant District, Applicant District's business, equipment and personnel engaged in operations covered by this Agreement or accruing out of the performance of such operations ("Rules"). If Applicant District fails to comply with any applicable Rule, Applicant District shall address the issue immediately at no additional cost to SCCCD.
16. **Permits/Licenses**. Applicant District and all Applicant District's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement.
17. **Entire Agreement/Amendment**. This Agreement constitutes the entire agreement and understanding between the Parties, and is a complete and exclusive statement of the terms of the Parties' agreement pursuant to Code of Civil Procedure Section 1856. This Agreement cannot be modified orally, and is to be modified only by a written instrument executed by the Parties.

The Agreement documents consist of this Agreement, any exhibits attached to or referenced herein, and all amendments and/or modifications issued in writing, duly approved by SCCCD's Board of Trustees, and executed by the Parties after the release of this Agreement. Conflicting provisions hereof, if any, shall prevail in the following descending order of precedence: (a) provisions set forth in this Agreement, (b) provisions set forth in any referenced attachments or exhibits to this Agreement attached or incorporated herein by reference.

18. **Exhibits**. All exhibits referenced herein and attached hereto shall be deemed incorporated into and made a part of this Agreement by each reference as though fully set forth in each instance in the text hereof.


- 19. Interpretation.** In interpreting this Agreement, it shall be deemed to have been prepared by the Parties jointly, and no ambiguity shall be resolved against SCCCD on the premise that it or its attorneys were responsible for drafting this Agreement or any provision hereof. The captions or heading set forth in this Agreement are for convenience only and in no way define, limit, or describe the scope or intent of any Sections or other provisions of this Agreement. Any reference in this Agreement to a Section, unless specified otherwise, shall be a reference to a Section of this Agreement.
- 20. Non-Discrimination.** Applicant District agrees not to engage in unlawful discrimination in the employment of persons, or in the acceptance, assignment, treatment, evaluation or compensation of students who participate in programs sponsored or arranged by SCCCD, on the basis of 1. race, color, religion, nationality, national origin, ancestry, sex, gender, gender identity, gender expression, ethnicity, age, medical condition, mental or physical disability, marital status, sexual orientation or Vietnam-era veteran status.
- 21. Non-Waiver.** The failure of SCCCD or Applicant District to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.
- 22. Notice.** All notices or demands to be given under this Agreement by either Party to the other Party shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by certified or registered mail, return receipt requested, with postage prepaid. Service shall be considered given when received, if personally served, or, if mailed, on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either Party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this Agreement:

District: Santa Clarita Community College District  
Attn: Assistant Superintendent/VP Business Services  
26455 Rockwell Canyon Road  
Santa Clarita, CA 91355  
Phone: (661) 362-3476  
Fax: (661) 362-5480

Applicant District: **Yuba Community College District**  
**Donald Grady**  
**425 Plumas Blvd., Suite 200**  
**Yuba City, CA 95991**  
**(530) 741-6977**  
**dgrady1@yccd.edu**

A Party may change its/his/her designated representative and/or address for the purpose of receiving notices and communications under this Agreement by notifying the other Party of the change in writing and in the manner described in this Section.

- 23. Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
- 24. Governing Law.** The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Los Angeles, California.

APPLICANT APPROVER	DISTRICT	BOARD-AUTHORIZED	SANTA CLARITA COMMUNITY COLLEGE DISTRICT
BY: 			BY: _____
Signature of Authorized Representative			Signature of Authorized Representative
Print Name Donald Grady			Print Name Barry Gribbons
Print Title Chief Human Resources Officer			Print Title Deputy Chancellor
Date 06/17/19			Date _____

<b>4. Tax Certification: SUBSTITUTE IRS FORM W-9 (Rev. December 2014), Request for Taxpayer Identification Number and Certification</b>																				
Print or type	Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. <b>Yuba Community College District</b>																			
	Business name/disregarded entity name, if different from above																			
	<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p>Check appropriate box for federal tax classification; check only <b>one</b> of the following seven boxes:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <input type="checkbox"/> Individual/Sole Proprietor or single-member LLC - Note: For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.  <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate  <input type="checkbox"/> Limited Liability Company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) _____  <input checked="" type="checkbox"/> Other ► _____ </div> <div style="width: 15%; font-size: small;"> Exemptions (codes apply only to certain entities, not individuals)  Exempt payee code (if any) _____. Exemption from FATCA reporting code (if any) _____. </div> </div> </div> </div>																			
	<div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> <p>Address (number, street, and apt. or suite no.) <b>425 Plumas Blvd., Suite 200</b></p> <p>City, state, and ZIP code <b>Yuba City, CA 95991</b></p> </div> <div style="width: 30%; font-size: small;"> <p>Requester's name and address:  <b>Santa Clarita Community College District</b>  <b>26455 Rockwell Canyon Road</b>  <b>Santa Clarita, CA 91355</b></p> </div> </div>																			
<b>Taxpayer Identification Number (TIN)</b> Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3 of the complete IRS Form W-9 (see link below). For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> on page 3 of the complete IRS Form W-9 (see link below). <b>Note.</b> If the account is in more than one name, see the chart on page 4 of the complete IRS Form W-9 (see link below) for guidelines on whose number to enter. <b>Instructions:</b> See complete 0105 Form W-9 Request for Taxpayer Identification Number and Certification at <a href="http://www.irs.gov/formspubs/index.html">www.irs.gov/formspubs/index.html</a> .																				
<div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> <p><b>Social Security Number</b></p> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> </table> <p style="text-align: center; font-size: small;">Or</p> <p><b>Employer Identification Number</b></p> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">6</td> <td style="width: 12.5%; text-align: center;">8</td> <td style="width: 12.5%; text-align: center;">-</td> <td style="width: 12.5%; text-align: center;">0</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">7</td> <td style="width: 12.5%; text-align: center;">7</td> <td style="width: 12.5%; text-align: center;">6</td> </tr> </table> </div> </div>												6	8	-	0	4	4	7	7	6
6	8	-	0	4	4	7	7	6												
<b>Certification</b> Under penalties of perjury, I certify that: 1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and 2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and 3. I am a U.S. citizen or other U.S. person (defined in the complete IRS Form W-9); and 4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct. <b>Certification instructions.</b> You must cross out the Business name/disregarded entity name above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, the Business name/disregarded entity name does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions, page 3 of the complete IRS Form W-9.																				
Sign Here	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Signature of U.S. person ►</p> </div> <div style="width: 35%;"> <p>Date ►</p> </div> </div>																			

**EXHIBIT A**

**SANTA CLARITA COMMUNITY COLLEGE DISTRICT ("SCCCD")**  
**Application**  
**Innovation and Effectiveness Grant Request**

**PROJECT #**

THIS BOX TO BE COMPLETED  
BY SCCC

**DISTRICT INFORMATION ("Applicant District")**

District Name	Yuba Community College District
College Name	Human Resources Office
Street Address	425 Plumas Blvd., Suite 200
City State, Zip	Yuba City, CA 95991

**APPLICANT DISTRICT/COLLEGE CONTACT INFORMATION**

<b>Primary (District)</b>			
Contact Name	Donald Grady		
Title	Chief Human Resources Officer		
Email Address	dgrady1@yccd.edu		
Telephone	(530) 741-6977	FAX #	
<b>Secondary (College)</b>			
Contact Name	Devin Crosby		
Title	Chief Information Technology Officer		
Email Address	dcrosby@yccd.edu		
Telephone	530-741-6982	FAX #	

**DESCRIBE THE GRANT REQUEST AS STATED IN YOUR INNOVATION AND EFFECTIVENESS PLAN:**

Yuba Community College District requested the IEPI Grant to focus on development of employee, manager, and district staff self-service portals. To implement many of the self-service functionalities it is imperative that YCCD optimize their current use of the Colleague ERP system. The plan is to analyze and optimize current Colleague HR modules, automate form processing, implement HR self-service, develop and train power users for HR, develop collaboration amongst District Personnel and Cabinet Staff, and build trust among all groups.

We are seeking assistance to develop online self-service portals. Currently, our team of five HR staff members support over 800 employees and 4900 students at multiple College campuses and centers. Online self-service portals are used to conduct a wide range of HR transactions that were formerly conducted via paper transaction. Some examples of such employee self-service (ESS) transactions include employee personal data and updates, employee training/e-learning, time and attendance, access to handbooks and policies and other organizational culture information, total compensation reports, and wellness surveys and resources.

In addition, many organizations have deployed manager self-service (MSS) portals through which managers can relieve HR of some transactional tasks. Both ESS and MSS can reduce the time HR professionals spend on administrative tasks, freeing them to raise their value in the organization by participating in more strategic planning.

**TERM (NOT TO EXCEED TWELVE (12) MONTHS):**

12 Months

**AMOUNT REQUESTED:**

\$200,000

(not to exceed \$200,000)

Please attach:

- Attachment A - Application Budget Summary



- Attachment B - College Innovation and Effectiveness Plan

## Attachment A

### Application Budget Summary

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure
Example:			
5000	Other Operating	\$10,000	Consultant for Enrollment Management
2000	Classified Salaries	83,0000	Part-time help to backfill HR staff members working on the IEPI project during implemenation.
5000	Other Operating Expenses	117,000	Consultant services to optimize current systems, implement new systems, and automate current manual processes.
			Travel and conferences for training and professional development.
			On-campus meetings, conferences, and training workshops to include materials and food supplies.
	<b>TOTAL:</b>	200,000	

NOTE: Fringe benefits and indirect costs are not allowable expenditures under the Grant.

**Attachment B**  
**Innovation and Effectiveness Plan**

**[ATTACH COMPLETED IEPI PLAN]**



California  
Community  
Colleges



INSTITUTIONAL EFFECTIVENESS  
PARTNERSHIP INITIATIVE

**Institutional Effectiveness Partnership Initiative  
Partnership Resource Teams**

**Institutional Innovation and Effectiveness Plan**

Date: May 30, 2019

**Name of Institution: Yuba Community College District**

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of 5/15/2019
A. Develop Employee Self-Service	1. Develop & Train Power Users for HR	Ana Villagrana	9/1/2019	a. Train staff on Colleague Communication Management (15 seats)	1. Training completion	Not Started
		Ana Villagrana	9/1/2019	b. Train staff on Colleague Rule Writing (15 seats)	1. Training completion	Not Started
		Ana Villagrana	9/1/2019	c. Train staff on Reporting Research Fundamentals	1. Training completion	Not Started
		Ana Villagrana	8/10/2019	d. Send staff to 4CUG (Colleague Users Group)	1. Identify key staff to attend training/networking 2. Attendance at conference	Email was sent to department leadership with Colleague Users requesting they send staff to August CHUGADUG conference.
	2. Optimize use of current Colleague HR modules	Devin Crosby	11/1/2019	a. Consult with Ellucian on HR Optimization	1. Receive recommendations from Ellucian 2. Identify implementation plan	A. Have received Colleague HR/Payroll Strategic Alignment Plan from Ellucian B. Will schedule consulting services following the completion of training provide above.
		Becki Jeffries	12/15/2019	b. Conduct HR-Payroll Systems Analysis	1. Receive recommendations from Ellucian 2. Identify implementation plan	Not Started
		Donald Grady (HRO's)	6/30/2020	c. Conduct Data Validation and Clean up (Data Governance)	1. Receive recommendations from Ellucian 2. Identify implementation plan	A. Have run initial validation reports with over 1400 active employees with no supervisor. B. Starting process to cleanup missing data and revise current processes.
		Donald Grady (HRO's)	5/30/2020	d. Implement Colleague Position Management	1. Complete data validation and cleanup for positions, departments and divisions 2. Complete organizational map 3. Develop smart coding structure 4. Implement position control	A. Have run initial validation reports with over 1400 active employees with no supervisor. B. Starting process to cleanup missing data and revise current processes.

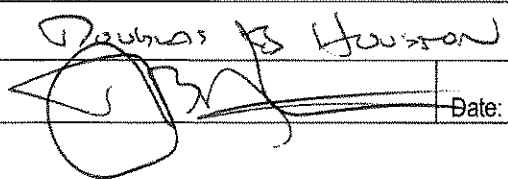
Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of 5/15/2019
		Donald Grady	7/1/2019	e. Add part-time help to complete this work	1. Have identified and hired temporary staff	A. Have retirees lined up to begin assisting on July 1.
		Donald Grady (HRO's)	4/30/2020	f. Optimize Colleague Assignment Contracts module utilizing Ellucian's recommendations.	1. Receive recommendations from Ellucian 2. Identify implementation plan	Not Started
	3. Implement Colleague HR Self Service	Becki Jeffries	6/30/2020	a. Implement the new Colleague Self-Service Web time Entry module.	1. Transition from WebAdvisor to Self Service completed	Colleague Self-Service Web Time Entry is still not ready to be transitioned and isn't expected to release until Q1 of 2020.
		Becki Jeffries	3/31/2020	b. Implement self-service modules for Taxes, Leaves, Pay advice, Address change, direct deposit with verification workflow	1. Self-service modules are available to users	Not Started
	4. Develop a requirements document for an integrated Human Capital Management Suite	Donald Grady	6/30/2019	a. Develop overall requirements document for an integrated Human Capital Management Suite b. Identify potential solutions c. Assess feasibility of an integrated HCM with our ERP	1. Overall requirements document completed 2. Potential solutions identified 3. Assessment completed	A. We've looked at overall demonstrations of multiple products such as PeopleAdmin and Cornerstone.
	5. Review Cornerstone LMS	Devin Crosby	3/1/2020	a. Sign contract with Vision Resource Center b. Set up test environment for exploration c. Review how Cornerstone will integrate with other content providers like Keenan, Everfi, etc. d. Run pilot on small course selection from Keenan library	1. Contract signed 2. Test environment set up 3. Integration evaluated 4. Pilot completed	A. We've had reviews with Cornerstone on the LMS basics. We are working on completing the paperwork to conduct a pilot.
B. Manager Self Service Portal	1. Automate form processing	Victoria Curiel	7/31/2019	a. Document existing forms and workflows b. Assess the need for each form c. Develop workflow flow charts for each existing form d. Assess form elements for relevancy e. Prepare process documentation for delivery to consultant	1. Documentation completed 2. Assessment completed 3. Workflow flow charts completed 4. Relevancy assessment completed 5. Process documentation delivered	A. All existing forms have been reviewed B. Initial processes have been mapped out C. Working with departments to identify necessary field changes
		Donald Grady	7/31/2019	f. Develop SLA for each process to be implemented	1. SLA expectations completed for each form to be processed	SLA expectations for hiring process outlined. Still need to work on this for all other processes.
		Devin Crosby	10/31/2019	g. Purchase TeamDynamix and Implement pilot forms	1. High impact forms identified for use in end user experience pilot 2. Initial forms and workflows implemented in TeamDynamix	A. Contract has been signed B. Have scheduled initial scoping meeting with implementation team
		Donald Grady	9/30/2019	h. Conduct user acceptance focus groups	1. Focus groups conducted at all locations	Not Started
		Ana Villagrana	9/30/2019	i. Schedule locations for open user forums including communications and hospitality	1. Open forums are completed at all five main campus centers	Not Started
		Ana Villagrana	1/31/2020	j. Develop Self Help knowledge base in Team Dynamix	1. All FAQ gathered from user acceptance forums 2. Written instructions and best practices created in TeamDynamix database	Not Started

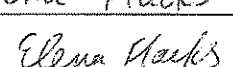
Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of 5/15/2019
		Devin Crosby	8/15/2020	k. Implement forms and processes identified in B.1.e via Team Dynamix Consulting	1. Percentage of identified forms and workflows completed	A. Have scheduled initial scoping meeting with implementation team B. Work on HR forms automation won't begin until process mapping is completed
		Devin Crosby	3/31/2020	i. Implement Ellucian workflow solutions	1. Processes that can be implemented in Ellucian Workflow identified 2. Recommendations received from Ellucian 3. Implementation plan developed 4. Workflow solutions implemented	Not Started
C. District Staff Relationships	1. Develop Collaboration amongst District Personnel and Cabinet Staff	Donald Grady	1/31/2020	a. Hold facilitated, regular District Office team building events	1. District Office celebration and team building exercise conducted 2. District Office potlucks held 3. One end of year team building event completed annually 4. Evaluation of effectiveness completed, and improvements implemented (see C.3 below)	A. First district office event is scheduled for third week of May
		Cathy Richter	7/30/2019	b. Review, revise, and implement widely owned ground rules for collegiality "Covenant"	1. Management team review of our ground rules for collegiality - "covenant" completed; 2. group ownership established 3. Plan to integrate the rules into our district culture is developed and implemented	A. The "Covenant" will be reviewed and adopted as a team at the June Leadership Summit. We will discuss ways to integrate this into our district culture.
		Renee Hamilton	Ongoing	c. Hold Regularly Scheduled CEO -DSET meetings	1. Monthly DSET meetings with the CEO scheduled and held	We have changed the DSET meetings on the second Tuesday of every month to integrate time with Chancellor Houston
	2. Address concerns around Communication and Transparency	Ana Villagrana	Ongoing	a. Provide monthly project status updates through DC3 Newsletter	1. HR IEPI update is reviewed and delivered to Cathy by the 15th of each month 2. Updates published in DC3 newsletter	The first update will be visible in the June DC3 newsletter
	3. Build Trust among all groups	Emma Blackthorne	9/30/2019	a. Conduct satisfaction/climate surveys for staff, faculty, and students to establish a baseline level of trust, collaboration, communication, and transparency b. Re-administer surveys at the appropriate time to evaluate improvements, and develop and implement an action plan accordingly	1. Staff and faculty satisfaction survey developed, administered, analyzed, and reported 2. Student climate survey developed, administered, analyzed, and reported 3. Evaluation completed and action plan implemented	Not Started
		Ana Villagrana	Ongoing	c. Have IEPI Workgroup approved through District Tech Committee d. Develop workgroup meeting templates e. Utilize Board docs to make all meeting transparent and available.	1. IEPI Workgroup approved 2. Workgroup meeting templates completed 3. BoardDocs used for all Workgroup meetings and collaboration	Not Started

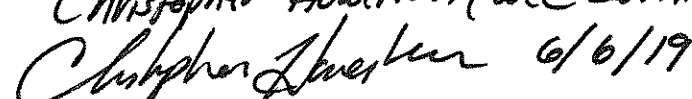
Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of 5/15/2019
	4. Establish structure for managing the multiple projects outlined in this initiative	Donald Grady	8/12/2019	a. Develop a scope of work document b. Ensure there is adequate funding to source the position through the life of the project c. Identify and hire a professional expert to complete the project management duties d. Complete the contracting process	1. Scope of work completed 2. Funding secured 3. Manager hired 4. Contracting process completed	Not Started

## Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
A. Develop Employee Self-Service	1. Develop & Train Power Users for HR	Purchase 10 seats of Ellucian's online Colleague Communication Management Training (Facilitator, materials, and refreshments)	12,500
A. Develop Employee Self-Service	1. Develop & Train Power Users for HR	Purchase 10 seats of online Colleague Rule Writing Training (15 seats) (Facilitator, materials, and refreshments)	10,500
A. Develop Employee Self-Service	1. Develop & Train Power Users for HR	Purchase 10 seats of online Colleague Reporting Research Fundamentals (Facilitator, materials, and refreshments)	8,000
A. Develop Employee Self-Service	1. Develop & Train Power Users for HR	Purchase flight, lodging and incidentals for staff to attend CHUGADUG - 4CUG (Colleague Users Group) Conference	3,000
A. Develop Employee Self-Service	2. Optimize use of current Colleague HR modules	Consult with Ellucian on HR Optimization (estimated consulting costs)	9,000
A. Develop Employee Self-Service	2. Optimize use of current Colleague HR modules	HR-Payroll Systems Analysis (estimated consulting costs)	10,000
A. Develop Employee Self-Service	2. Optimize use of current Colleague HR modules	Data Validation and Clean up - Data Governance (estimated consulting costs)	15,500
A. Develop Employee Self-Service	2. Optimize use of current Colleague HR modules	Implement Colleague Position Management (estimated consulting costs)	5,000
A. Develop Employee Self-Service	2. Optimize use of current Colleague HR modules	Add part-time help to backfill HR staff members working on the IEPI projects during implementation	83,000
A. Develop Employee Self-Service	3. Implement Colleague HR Self Service	Web time Entry Consulting (estimated consulting costs)	5,000
B. Manager Self Service Portal	1. Automate form processing	Refreshments for open user forums	1,500
B. Manager Self Service Portal	1. Automate form processing	Team Dynamix Consulting for form development and process automation (consulting fees)	20,000
C. District Staff Relationships	1. Develop Collaboration amongst District Personnel and Cabinet Staff	District Office team building events (money for consultant, materials and refreshments)	14,000
C. District Staff Relationships	3. Build Trust among all groups	Satisfaction surveys conducted by external consultant	3,000
<b>Total IEPI Resource Request (not to exceed \$200,000 per college)</b>			<b>200,000</b>

Approval	
Chief Executive Officer	
Name:	Thomas B. Houston
Signature or E-signature:	 Date: 6/6/19

Collegial Consultation with the Academic Senate	
Academic Senate President	
(As applicable; duplicate if needed for district-level I&EP)	
Name:	Elena Flacks (Yuba College Academic Senate)
Signature or E-signature:	 Date: 6/6/2019

Christopher Hewerton (WCC Senate President)  
 6/6/19





**EXHIBIT B**

## IEPI Innovation and Effectiveness Grant Progress Report

District Name	Yuba Community College District
College Name	District Office

Object of Expenditure	Budget	1 <sup>st</sup> Quarter Expenditure	1 <sup>st</sup> Quarter Balance	2 <sup>nd</sup> Quarter Expenditure	2 <sup>nd</sup> Quarter Balance	3 <sup>rd</sup> Quarter Expenditure	3 <sup>rd</sup> Quarter Balance	Final Expenditure	Final Unspent Balance
1000 Instructional Salary	0	0	0	0	0	0	0	0	0
2000 Noninstructional Salary	83,000								
3000 Employee Benefits									
4000 Supplies and Materials	0	0	0	0	0	0	0	0	0
5000 Other Operating	117,000								
6000 Capital Outlay	0	0	0	0	0	0	0	0	0
7000 Other Outgo	0	0	0	0	0	0	0	0	0
Total	200,000	75,000	125,00	70,000	55,000	36,000	19,000	19,000	0

Summary of implementation of activities and expenditures: In the next 12 months we will undertake a in-depth view of our current HR processes and needs. We will begin mapping manual processes to automate forms, workflows, and document storage. We will consult with Ellucian to allow the District to optimize our use of Colleague specifically in the area of payroll systems, position control, web time entry, data validation and clean-up. We will implement a self-service portal and train HR Power Users. Expenditures for this grant are expected to be encumbered at the onset of the grant and the District expects the grant to be fully expended within the 12 months.

If expenditures are lower than expected, or might appear to be lower than expected given the reporting period, please include a short description of the expected expenditures through the remaining period of the grant, and indicate whether you expect there to be an unexpended balance at the end of the one-year period of your grant:

Expenditures are expected to maximize the use of the \$200,000 grant within the 12 month period.

\*Employee or fringe benefits are not allowable expenditures of monies awarded under this grant.



Book	Board Policies
Section	Chapter 7: Human Resources
Title	Evaluation
Code	7150
Status	Active
Adopted	July 21, 2004
Last Reviewed	October 11, 2018

*Reference: Accreditation Standard III.A.1.b*

The Chancellor or designee will develop and maintain an evaluation tool for each employee category.

Reviewed: July 14, 2010, October 11, 2018  
Adopted: July 21, 2004



# AGREEMENT

BETWEEN

THE YUBA COMMUNITY COLLEGE DISTRICT

AND

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

JULY 1, 2011 THROUGH JUNE 30, 2014

**Adopted: June 8, 2011**

## TABLE OF CONTENTS

ARTICLE 1.0 – RECOGNITION .....	2
ARTICLE 2.0 – SEPARABILITY .....	2
ARTICLE 3.0 – BARGAINING AND REOPENERS.....	2
ARTICLE 4.0 – PAST PRACTICES .....	2
ARTICLE 5.0 – MAINTENANCE OF OPERATIONS .....	2
ARTICLE 6.0 – ASSOCIATION RIGHTS .....	3
ARTICLE 7.0 – MANAGEMENT RIGHTS.....	4
ARTICLE 8.0 – LEAVES .....	5
ARTICLE 9.0 – INSURANCE PROGRAMS.....	13
ARTICLE 10.0 – GRIEVANCE PROCEDURE .....	15
ARTICLE 11.0 – JOB STEWARDS .....	18
ARTICLE 12.0 – SALARY, OVERTIME, AND BENEFITS .....	18
ARTICLE 13.0 – EVALUATIONS/PERSONNEL FILES .....	20
ARTICLE 14.0 – EDUCATION/RETRAINING/IN-SERVICE.....	21
ARTICLE 15.0 – WORK YEAR, WORK WEEK, WORK DAY .....	22
ARTICLE 16.0 – TRANSFERS.....	24
ARTICLE 17.0 – CHANGE OF JOB RESPONSIBILITIES.....	26
ARTICLE 18.0 – RETIREMENT BENEFITS .....	27
ARTICLE 19.0 – LAYOFF AND REEMPLOYMENT.....	29
ARTICLE 20.0 – PRE-RETIREMENT REDUCED WORKLOAD.....	31
ARTICLE 21.0 – CONTRACTING OUT WORK.....	32
ARTICLE 22.0 – DURATION.....	32
EXHIBITS:	
Exhibit 1 – Definitions.....	33
Exhibit 2 – Tri County Schools Insurance Group .....	37
Exhibit 3 – YCCD Classified Positions/Salary Range.....	38
Exhibit 4 – Task Distribution Form.....	41
Exhibit 5 – Reclassification Request Form .....	42
Exhibit 6 – Education Retraining Form .....	45
Exhibit 7 – Flexible Benefits Options .....	47

appointed to or elected to a State CSEA committee or office will be granted reasonable release time.

- 6.8.2 The Chapter President will be granted eight (8) hours release time per week. The District will provide a substitute for the Association Chapter President for eight (8) hours per week or will reduce the workload of the Chapter President by eight (8) hours per week by transferring the work. The District agrees that reasonable release time for chapter business will be provided for the Association executive officers and site representatives.
- 6.8.3 The Association shall be granted reasonable release time for unit members while meeting and negotiating on collective bargaining matters during working hours as mutually agreed on by the parties. To assist with the workload of the unit members while in negotiations, the District may hire substitutes, provide compensatory time off or overtime pay for extra time worked pursuant to Article 12.4, or temporarily assign some of the duties of the position(s) to another employee(s).
- 6.9 Job Openings Notification: All laid-off persons will be notified of classified vacancies, District wide, in conjunction with the in-house recruiting.
- 6.10 Short-Term Employees: The District shall notify the Association of any hiring of short-term employees once a year in the month of October. To be updated pursuant to AB-500.
- 6.11 Student Employees: The District shall not employ any students under any college work-study program, or in a work experience education program, which will result in the displacement of bargaining unit members.
- 6.12 Travel Expenses - When authorized by the District for performing unit member's assigned official District duties, unit members shall be reimbursed for use of personal vehicles at the current Board-established rate and shall be reimbursed for actual, reasonable, and necessary expenses arising from travel or personal expenditure within Board-established limits incurred in the discharge of their official duties.
- 6.13 Board Agenda - One (1) copy of Board agenda and non-confidential enclosure material shall be provided to the Association President prior to Board meetings.
- 6.14 Uniforms - The District shall pay the full cost of the purchase, lease or rental of uniforms and/or protective clothing that is required by the District.
  - 6.14.1 The District will meet with the employees involved before determining the type of uniform to be provided.
  - 6.14.2 Employees shall wear the uniforms if it is determined that uniforms are to be provided.

## **ARTICLE 7.0 – MANAGEMENT RIGHTS**

- 7.1 The Association recognizes and agrees that the exercise of the express and implied legal powers, rights, duties and responsibilities by the Board, e.g., the adoption of policies, rules, regulations and practices in furtherance of these powers, and the use of judgment and discretion in connection herewith shall be limited only by the specific and express terms of this Agreement and then only to the extent that such specific and express terms are in conformance with law.
- 7.2 The Association recognizes and agrees that the District powers, rights, authority, duties and responsibilities include, but without limiting the generality of the foregoing, the exclusive right to manage its operation; direct, select, decrease and increase the workforce, including but not limited to hiring, demotion, suspension, layoff or discharge; to eliminate positions and the right to reduce the hours, workday, work year of single position classes in the event that the District Chancellor determines that such reduction is necessary because of lack of work or lack of funds; to maintain discipline and efficiency of unit members, to prescribe rules to that effect, to establish and change standards, to determine the qualifications of unit members; the right to make all plans and decisions on matters involving its operations; to determine solely the extent to which the facilities of any department thereof shall be operated, the additions thereto, the removal of equipment, the outside purchase of products or services, the scheduling of operations, the means and processes of operations, the material to be used, and the right to introduce new, or improved, methods and facilities, and to change or alter any existing methods and facilities; to regulate quantity of services and to otherwise take any actions desired to run the entire operation efficiently.

month on which the overtime was worked and without impairing the services rendered by the District (Education Code Section 88028).

12.4.7.3 If a unit member has accrued two hundred forty (240) hours of CTO (one hundred sixty (160) hours of actual working time), any additional overtime hours worked must be compensated by pay at the appropriate overtime rate until such time as the accrued CTO is below two hundred forty (240) hours.

12.4.7.4 Upon written request of the unit member, the District shall pay overtime compensation in lieu of Compensatory Time Off (CTO) that has accrued for at least two (2) pay periods.

12.4.8 Call Back Time - Any bargaining unit member called back to work after completion of his/her regular assignment shall be compensated for at least two (2) hours of work at the overtime rate, irrespective of the actual time less than that required to be worked.

Call In Time - Any bargaining unit member called in to work on a day when the bargaining unit member is not scheduled to work shall receive a minimum of two (2) hours pay at the appropriate rate of pay under this contract.

12.4.9 Right of Refusal - Any bargaining unit member shall have the right to reject any offer or request for overtime or call back, call in time, or stand-by time.

12.4.10 Stand-by Time - The District may request that a unit member be on stand-by status. Any unit member who agrees to be on stand-by status shall be paid at the federal minimum wage while on stand-by. Any such unit member on stand-by shall come in to work when requested by the District. Compensation for the time worked after being called in shall be pursuant to Section 12.4.8 above.

## **ARTICLE 13.0 – EVALUATIONS/PERSONNEL FILES**

### **13.1 Employee Evaluations**

13.1.1 Permanent bargaining unit members shall be evaluated by their designated or Classified Supervisor at least once every two (2) years after attaining permanency. Additional evaluations may be scheduled, as necessary, with a twenty four (24) hour notice to the employee.

13.1.2 Probationary bargaining unit members shall be evaluated at the end of their fifth (5th), and eleventh (11th) months of employment, and if all evaluations are satisfactory, the employee will be granted permanent employment status at the conclusion of the employee's first (1st) year of employment.

13.1.3 No evaluation shall be placed in an employee's personnel file until the employee and evaluator have reviewed and discussed the evaluation. The employee shall sign and date the evaluation to insure compliance with this requirement, but such signature shall not be deemed concurrence with the material.

13.1.4 No evaluation shall be based upon hearsay statements, but shall only be made based upon direct observation and knowledge of the evaluator or shall reflect other, independent corroboration.

13.1.5 Any negative evaluation shall include specific recommendations for improvements and provisions for assisting the employee in implementing any recommendations made. The employee shall have the right to review and respond to any evaluation.

### **13.2 Personnel Files**

13.2.1 Location - Personnel files of each bargaining unit member shall be maintained in the District Human Resources Development and Personnel Services Office. No other employment or personnel files shall be kept in any other office, and no action of any kind shall be taken against a bargaining unit member based upon information, which is not officially entered into the personnel file.

13.2.2 Access - Access to the personnel file of any bargaining unit member shall be limited to the unit member's supervisor, the District Chancellor, College President, the Director of Human Resources

Development and Personnel Services, the employees Direct Supervisor, the appropriate confidential secretary(ies), the bargaining unit member, and any person who has written, verified authorization from the bargaining unit member. The bargaining unit member shall have the right to examine and/or obtain copies of material from the personnel file in accordance with California Education Code Section 87031.

13.2.3 Materials Placed in Files

13.2.3.1 Prior to any written information, which may be used in an adverse action, being entered into the unit member's personnel file, the unit member and the supervisor and/or appropriate administrator shall sign and date the original copy in acknowledgment of the placement of the material in the file.

13.2.3.2 A bargaining unit member shall have an opportunity during normal working hours to respond within ten (10) working days to written information, which may be entered into the personnel file. If for any reason, after receiving the unit member's response, the District determines not to place the material in the personnel file, the unit member shall be notified in writing within ten (10) days of receipt of the response.

13.2.3.3 A log shall be maintained in each individual personnel file to record each entry or review of the file including the date and who accessed the file.

## **ARTICLE 14.0 – EDUCATION/RETRAINING/IN-SERVICE**

An ad hoc committee consisting of administrators and an equal number of Association appointees from the current Negotiating Team will be formed to study the Education/Retraining/In-Service programs. The Committee will report to both negotiating teams. Upon Board approval and upon ratification by the Association membership, the recommendations of the committee will be incorporated into the contract, effective at the beginning of the following academic year. Current Education/Retraining/In-Service programs will be in effect until new procedures become incorporated in the Bargaining Agreement.

14.1 Education/Retraining - The definition of Education/Retraining for the purposes of this Article includes and is limited to a planned program approved by the Education/Retraining Committee for the further education or retraining of unit members to benefit the District. Refer to Exhibit 6.

14.2 Members of the unit may submit program plans to the Education/Retraining Committee for financial support and/or release time.

14.2.1 Such plans shall detail the proposed plan including benefits to the employee and to the District.

14.2.2 Such plans shall be reviewed by the immediate supervisor of the unit member and the appropriate Dean or Director of Human Resources Development and Personnel Services as appropriate.

14.2.3 Both the supervisor and the Dean or Director of Human Resources Development and Personnel Services will make recommendations regarding the plan and forward the unit member's request and their individual recommendations to the Education/Retraining Committee for action.

14.3 All requests will be submitted by July 15 for the fiscal year. The Committee will act on requests by August 15. The Committee will review the requests and allocate funds within the limit of funds allocated. Payment under approved plans will be made upon proper documentation of expenses.

14.4 The Committee may allocate funds to cover the costs of:

1. Tuition
2. Books
3. Travel
4. Registration Fees

14.5 The Committee will be composed of three (3) Association members selected by the bargaining unit, one (1) supervisor selected by the Director of Human Resources Development and Personnel Services, and the Director of Human Resources Development and Personnel Services.





# AGREEMENT

BETWEEN

YUBA COMMUNITY COLLEGE DISTRICT

AND

YUBA COLLEGE  
AMERICAN FEDERATION OF TEACHERS

JULY 1, 2014 THROUGH JUNE 30, 2017

## ARTICLE 11—EVALUATIONS

- 11.1 Except for programs that do not follow the semester schedule, such as police academy, fire academy, etc., evaluations will follow the evaluation schedule as follows:

<b>Evaluation Timeline</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
Begin Semester based on Academic Calendar:	Approximately August 20	Approximately January 14
Dean or Director Schedules “peer evaluator”:	On or before October 1	On or before March 1
Peer Evaluator schedules and performs classroom evaluation:	On or before November 15	On or before April 15
Peer Evaluator completes evaluation, meets with unit member and submits to supervising Dean or Director:	On or before November 30	On or before April 30
Supervising Dean completes evaluation of unit member, including meeting and reviewing evaluation, if requested by either party:	On or before December 15	On or before May 15

- 11.2 The process for unit member evaluations will follow the directions attached to the part-time faculty evaluation. For programs that do not follow the semester schedule the process will be the same however, the timeline will be modified to accommodate the program, at the discretion of the District. Specifically, this applies to public safety academies. Administration of Justice courses that follow the semester schedule in the degree program will follow the process outlined in Article 11.1.

11.2.1 The evaluator shall use the appropriate part-time faculty evaluation forms. (Exhibit C)

11.2.2 Evaluators will receive training prior to performing evaluations.

- 11.3 Every unit member must be evaluated once (1) each semester in each of the first three (3) semesters of service and every sixth (6<sup>th</sup>) semester of service thereafter.

- 11.4 Elements of evaluation shall be work station observation (peer and/or Dean), and student input and may include self-evaluation, at the unit member’s option.

11.4.1 The following factors shall be considered in every evaluation of a unit member:

11.4.1.1 Acceptance of responsibility

11.4.1.2 Effectiveness of communications

11.4.1.3 Effectiveness of instruction/student services

11.4.1.4 Expertise in subject matter

11.4.1.5 Techniques of instructions/skill in accomplishing responsibilities/assignments

11.4.2 Optional acknowledgement should include but is not limited to: Participation in professional responsibilities and other internal and external professional activities that further the image and growth of the college; e.g., participation on college committees, program review, student activity advisement, etc.

- 11.5 A unit member may be evaluated by a senior unit member, or by the supervising Dean or Director of the

program, at the discretion of the District. The supervising Dean or Director may select any unit member to complete the evaluation.

- 11.6 For each evaluation performed, the unit member may select compensation at the rate of \$100 per evaluation or four (4) hours of flex credit, and shall notify the supervising Dean or Director prior to the evaluation. Mileage at the prevailing District rate shall be paid for off-campus evaluations.
- 11.7 The Dean of Instruction shall notify the unit member of the impending evaluation and who the evaluator will be. The evaluator shall provide unit member with an evaluation schedule at least one week prior to the in-class evaluation. Within three instructional days of being notified who the evaluator will be, the unit member has a right to request a different evaluator if the unit member believes there is a demonstrable conflict of interest. The request will be made to the Human Resources Office and provide any documentation and evidence of that conflict. The Chief Human Resources Officer will make a final determination as to the merits of the request and direct the appropriate Dean to appoint a different evaluator if the request is sustained.
- 11.8 In the event that the unit member receives a “needs improvement” the Dean shall hold a meeting with the unit member to discuss specific areas for improvement, on or before the deadline specified in 11.1. The unit member shall be evaluated in three (3) subsequent semesters. In the event the unit member receives a consecutive “needs improvement”, at the discretion of the District, the unit member may not be offered a subsequent contract. Two consecutive “needs improvement” shall be equivalent to “Unsatisfactory”.
- 11.9 If the evaluation is not acceptable to the unit member, he/she will have the option to attach written comments within ten (10) days of review of the evaluation with the supervising Dean or Director.
- 11.10 In the event the evaluation is not performed within the timeline specified in 11.1, the evaluation shall be assumed to be satisfactory and future evaluations shall be scheduled according to section 11.3 of this Article.

## **ARTICLE 12—GRIEVANCE PROCEDURE**

### **12.1 Definition**

12.1.1 A grievance shall be a written complaint by:

12.1.1.1 A unit member that he/she has been adversely affected by a misinterpretation, misapplication or violation of the provisions of this Agreement, or

12.1.1.2 YC-AFT that it has been adversely affected by a misinterpretation, misapplication or violation of rights directly affecting it or as a co-filer with an individual grievant. In the event that the YC-AFT has a grievance directly affecting it, the grievance shall be filed at Level I, or with the District’s consent, at Level II.

12.1.2 A “day” is an instructional day.

### **12.2 Right to Representation**

12.2.1 At the College President or designee level, the grievant may choose to be represented either by a YC-AFT agent or him/herself alone.

12.2.1.1 Where the grievant chooses to represent him/herself, the YC-AFT shall have the right to be represented by an observer at meetings between the grievant and the College President or designee. The District shall notify the YC-AFT of such meetings.

12.2.1.2 Whenever a unit member chooses to pursue a grievance without YC-AFT representation,



## AGREEMENT

Between

**The Yuba Community College District**

and

**Faculty Association of Yuba Community College District**

**July 1, 2016 through June 30, 2019**

Board Adopted: **MAY 10, 2018**

ARTICLE 0.0 – ACADEMIC FREEDOM .....	1
ARTICLE 1.0 – RECOGNITION.....	1
ARTICLE 2.0 – ASSOCIATION RIGHTS .....	1
ARTICLE 3.0 – DISTRICT RIGHTS.....	6
ARTICLE 4.0 – LEAVES.....	7
ARTICLE 5.0 – TRANSFERS .....	23
ARTICLE 6.0 – EVALUATION.....	25
ARTICLE 7.0 – WORKLOAD .....	47
ARTICLE 8.0 – HIRING RESPONSIBILITIES.....	51
ARTICLE 9.0 – CLASS SIZE.....	52
ARTICLE 10.0 – DISTRIBUTIVE EDUCATION .....	53
ARTICLE 11.0 – WORK YEAR/RESPONSIBLE DAYS .....	56
ARTICLE 12.0 – CLASS SCHEDULE DEVELOPMENT .....	56
ARTICLE 13.0 – EXTRA-PAY, INTERSESSION, AND SUMMER TEACHING, COUNSELING, AND LIBRARIAN ASSIGNMENTS.....	57
ARTICLE 14.0 – COMPENSATION.....	58
ARTICLE 15.0 – ASSIGNMENTS WITH STIPENDS .....	60
ARTICLE 16.0 – BENEFITS .....	61
ARTICLE 17.0 – GRIEVANCE PROCEDURE .....	66
ARTICLE 18.0 – SAFETY .....	70
ARTICLE 19.0 – EFFECT OF AGREEMENT .....	70
ARTICLE 20.0 – SEPARABILITY AND SAVINGS .....	71
ARTICLE 21.0 – PAST PRACTICES.....	71
ARTICLE 22.0 – MAINTENANCE OF OPERATIONS .....	71
ARTICLE 23.0 – DURATION OF AGREEMENT .....	72
ARTICLE 24.0 – FACULTY SERVICE AREAS.....	72
ARTICLE 25.0 – TRAVEL AND CONFERENCE FUND .....	72
ARTICLE 26.0 – COORDINATORS .....	73
ARTICLE 27.0 – TEMPORARY FACULTY .....	78
YUBA COMMUNITY COLLEGE DISTRICT .....	79
FACULTY ASSOCIATION OF YUBA COMMUNITY COLLEGE DISTRICT .....	79
EXHIBITS .....	80
INDEX.....	91

#### 5.4 District-initiated Transfers

- 5.4.1 The District shall consider the following factors when a District-initiated transfer affects more than one Unit Member because of a RIF: (1) the Unit Member's length of service to the District; i.e., seniority, and (2) the qualifications and demonstrated ability of the Unit Member to perform the required services; i.e., minimum qualifications.
- 5.4.2 District-initiated transfers shall not be made in an arbitrary, capricious, nor discriminatory manner, nor shall discipline be a factor when a District-initiated transfer is considered by the District.
- 5.4.3 The District shall present the reassigned Unit Member a written copy of the reasons for a District-initiated transfer and provide for a conference between the supervising Dean(s) and the Unit Member to discuss the reasons for transfer.
- 5.4.4 If a Unit Member requires retraining in order for the District to complete District-initiated transfer, the District will offer retraining leave at no cost to the Unit Member pursuant to Article 4.13 of this Agreement.

In the case of a Full-Load Transfer, any Unit Member who provides services at a worksite which would cause travel of more than five (5) miles farther from his/her residence than his/her Primary Worksite shall be compensated at the amount established by District policy for a maximum of two (2) semesters for the total additional mileage difference if such Unit Member utilizes his/her personal vehicle between his/her residence and his/her worksite.
- 5.4.5 In the case of a Partial-Load Transfer, any Unit Member who provides services at a worksite which would cause travel of more than five (5) miles farther from his/her residence than his/her Primary Worksite shall be compensated at the amount established by District policy for the total additional mileage difference if such Unit Member utilizes his/her personal vehicle between his/her residence and his/her worksite, such compensation to be paid for the duration of the transfer. Additionally, Unit Members will receive a stipend of \$85 per semester to be paid at the end of the semester.

## ARTICLE 6.0 – EVALUATION

- 6.1 Purpose: These procedures are to improve instruction and delivery of student services, to provide a basis for Unit Member professional growth, and to comply with California State/Community College laws and regulations.
- 6.2 Definitions
  - 6.2.1 A Non-Tenured Unit Member is a Contract Unit Member.

- 6.2.2 A Tenured Unit Member is a Regular Unit Member.
- 6.2.3 A Categorical Unit Member is a temporary non-tenure track Unit Member funded by other than unrestricted District general funds.
- 6.2.4 A Peer evaluator is a tenured Unit Member who agrees to participate in the evaluation of another Unit Member and/or an adjunct academic employee.
- 6.2.5 An Evaluation Committee is composed of all of the individuals selected or required to participate in the evaluation of a Unit Member.
- 6.2.6 Evaluatee is the Unit Member being evaluated.
- 6.2.7 Immediate Supervisor is the educational supervisor or manager to whom the Unit Member being evaluated directly reports.
- 6.2.8 Second Level Administrator is an educational supervisor or manager to whom the immediate supervisor reports (appropriate College Vice President).
- 6.2.9 Evaluatee Peer is the tenured Unit Member selected by the evaluatee.
- 6.2.10 Department Peer is the tenured Unit Member selected by the department to represent the department in the evaluation process.
- 6.2.11 Senate Peer is the tenured Unit Member selected by the Academic Senate to represent the Academic Senate in the evaluation process.
- 6.2.12 Student evaluators are any students enrolled in a class (or using a service) being taught by the evaluatee during a period of evaluation who complete an IE 2A, IE 2B (Instructor Rating Sheet for Online Courses), or Counselor Survey Form.
- 6.2.13 Temporary evaluation file refers to the package of required written materials as they are being generated during the evaluation of an evaluatee.
- 6.2.14 Chair of the Evaluation Committee is the immediate supervisor or his/her designee, or under special circumstances, could be the second level administrator (see Article 6.2.8).
- 6.3 Schedule for Evaluation: An official list of Unit Members to be evaluated and a schedule of due dates shall be published annually by August 1 by the Chief Human Resources Officer to allow those concerned with evaluations to meet their evaluation responsibilities. Distribution shall be to the appropriate College President's academic administrator designee and the President of the appropriate Academic Senate.
- 6.4 Participants in Evaluation: Each evaluation shall be conducted by administration, peer Unit Members, and students.
- 6.5 Evaluation Process for Non-Tenured Unit Members:  
Frequency of Evaluation, Composition of the Evaluation Committee, Chair, and Peer Responsibilities, Final Summary Meeting
  - 6.5.1 Frequency of Evaluation for Non-Tenured Unit Members

- 6.5.1.1 Each non-tenured Unit Member shall be evaluated each fall semester; at the recommendation of the evaluation committee, the process may be continued in the spring semester (see Article 6.5.4.2).
- 6.5.2 Composition of Evaluation Committees for Non-Tenured Unit Members
  - 6.5.2.1 Each year prior to September 15, the evaluatees, departments and Academic Senates will choose all peer evaluators needed to serve on the evaluation committees.
  - 6.5.2.2 Immediate or Secondary Level Administrator or his/her designee who shall serve as the Chair of the committee.
  - 6.5.2.3 Peer Evaluators
    - 6.5.2.3.1 One tenured Unit Member selected by the evaluatee and mutually acceptable to the immediate supervisor.
    - 6.5.2.3.2 One tenured Unit Member selected by full-time Unit Members within the same department or closely related discipline.
    - 6.5.2.3.3 One tenured Unit Member selected by the Academic Senate in each of the four years.
- 6.5.3 Chair and Peer Responsibilities for Non-Tenured Unit Member
  - 6.5.3.1 Responsibilities of the Chair for Non-Tenured Unit Member.
    - 6.5.3.1.1 The Chair shall call all necessary meetings and record and distribute the proceedings to the members. The Chair shall call and conduct the initial meeting by October 15 of the Evaluation Committee, at which the committee members will decide how to comply with the requirements of the process and by November 1 prepare a schedule for completing peer evaluations. The evaluatee shall be present during this meeting.
    - 6.5.3.1.2 The Chair shall coordinate committee efforts to complete required aspects of the process in compliance with the approved evaluation process and provide for the collection and keeping of the temporary evaluation file.
    - 6.5.3.1.3 The Chair shall make at least one scheduled classroom or online observation, which results in a written and signed IE 1A Form to share any impressions derived from this visit with the evaluatee. This observation may be scheduled or unscheduled at the option of the administrator. Additional observations may be made if the



immediate supervisor considers it helpful to the evaluation process.

For an online observation, record impressions on an IE 1 Form. An online observation shall be arranged between the Chair and the evaluatee. The length of the observation shall be sufficient to enable the Chair to form a valid impression of the performance of the evaluatee.

6.5.3.1.4 The Chair evaluator shall meet individually with the evaluatee and share his/her impressions resulting from the classroom visits or non-instructional assignments. After the Chair evaluator and evaluatee conclude their discussions, each will sign the IE 1 Form and the Evaluation Committee Chair will place in the temporary evaluation file.

6.5.3.1.5 If the committee Chair fails to complete the initial classroom observation by November 15 for fall semester and April 15 for spring semester, the observation will be conducted by the College President or his/her academic administrator designee.

6.5.3.1.6 The Chair shall prepare and forward any recommendation for tenure arising from the process to the appropriate Academic Senate President.

6.5.3.2 Responsibilities of Peer Evaluators for Non-Tenured Unit Member:

6.5.3.2.1 Peer evaluators shall attend all meetings called by the Chair or scheduled by the committee and conduct themselves in a manner to keep all outcomes and proceedings of the committee confidential. The evaluatee should supply each peer evaluator with a list of all additional professional activities in addition to teaching and non-teaching assignments so that the evaluators may include these items on the IE 1 Form. These items may include advisor or committee participation, high school contacts, fund raising, participation on college committees and any other outside activities that further enhances the partnership between the District and community.

6.5.3.2.2 Each peer evaluator shall make in-class (or assignment) and out-of-class observations (see Article 6.10 Items of Evaluation) and record his/her

impressions on an IE 1 Form. Such visits shall be of length sufficient to enable the peer evaluators to form a valid impression of the performance of the evaluatee.

For an online observation, each peer evaluator shall record his/her impressions on an IE 1 Form. An online observation shall be arranged between each peer evaluator and the evaluatee. The length of the observation shall be sufficient to enable the peer evaluators to form a valid impression of the performance of the evaluatee.

6.5.3.2.3 The peer evaluator selected by the evaluatee shall consult with the evaluatee regarding appropriate dates and times to administer the Instructor Rating Form (IE 2A Form) to in-class and online students.

6.5.3.2.3.1 After reading the generic statement of directions for the completion of the Instructor Rating Form (IE 2A Form) to the students, the peer evaluator selected by the evaluatee shall distribute, collect, and tally the IE 2A forms in accordance with the directions of the Evaluation Committee. The peer evaluator is to see that the students use the forms in the correct manner. The evaluatee should not be present during this process.

6.5.3.2.3.2 The peer evaluator selected by the evaluatee will type verbatim on separate pages all comments written by students on the IE 2A or Counselor Survey Forms that have been distributed and tallied by the peer evaluator or download verbatim all the comments written by students on the online IE 2B Forms that have been made available to online students and tallied by the peer evaluator.

6.5.3.2.3.3 For faculty with instructional assignments, the peer evaluator selected by the evaluatee shall attempt to ensure that student evaluation response is at least eighty percent (80%) of the students enrolled in the

evaluatee's classes or one hundred or more students. All of the evaluatee's contract load classes shall be surveyed.

For faculty with non-instructional assignments, the peer evaluator selected by the evaluatee shall attempt to ensure that student response is from at least eighty percent (80%) of the students served or one hundred or more students during the semester of evaluation.

For faculty with both instructional and non-instructional duties, the eighty percent or one hundred students may be from the combined instructional and non-instructional assignments.

- 6.5.3.2.3.4 The peer evaluator selected by the evaluatee shall administer any alternative forms that are substituted for the IE 2A Form in accordance with the agreed upon procedures of the Evaluation Committee.
- 6.5.3.2.3.5 The peer evaluator selected by the evaluatee shall summarize data on either the Instructor Rating Sheets (IE Form 2A, IE 2B, Counselor Rating Sheets) or on the appropriate Alternative Instructor Rating Sheets described in Article 6.8.5.
- 6.5.3.2.4 Peer evaluators shall meet individually with the evaluatee and share their impressions resulting from the classroom visits or non-instructional assignments. After the peer evaluator and evaluatee conclude their discussions, each will sign the IE 1 Form and forward it to the Evaluation Committee Chair for placement in the temporary evaluation file.
- 6.5.3.2.5 Peer evaluators shall participate in the Final Summary Meeting to review all impressions and written materials that have been used in the evaluation process and to sign the IE 3 Form to certify the evaluation was conducted in accordance with adopted procedures.

6.5.3.2.6 Peer evaluators shall attend Academic Senate meetings when evaluation processes they have participated in lead to the recommendation for tenure for evaluatees. The intent of this article is that all peers still employed by the District who served on any of the four committees are expected to attend this final meeting to determine tenure.

6.5.4 Final Summary Meeting for Non-Tenured Unit Member

6.5.4.1 At any subsequent meeting, prior to the final summary meeting, the evaluating committee may meet without the evaluatee. At the discretion of the committee, either the chair or the entire committee will report the outcome of the meeting to the evaluatee.

6.5.4.2 The Chair shall conduct a summary meeting by December 15 at which the recommendation to re-employ should be made if the recommendation is positive. If there is a determination by the committee that the contract Unit Member needs improvement, has the ability to improve, and as a result it is necessary to continue the evaluation process in spring semester, the committee may delay its recommendation to re-employ until February 15 to give the committee more time to gather the additional information about the performance of the contract Unit Member.

6.5.4.3 Upon review of the total evaluation data during the Final Summary Meeting, during which the committee shall consider all objective sources of input, summarize the observations of the Committee members, and complete any required forms, the Evaluation Committee shall recommend the termination or continuation of the process.

6.5.4.4. If the evaluatee disagrees with the recommendation of the committee, he/she may request the continuation of the process.

6.5.4.5 If the process is terminated, the evaluation procedures conclude for the year. The Temporary Evaluation File is completed and all documents are compiled and forwarded to the office of the appropriate College President or his/her academic administrator designee, who will surrender the file to the Chief Human Resources Officer.

6.5.4.6 If a committee member disagrees with the recommendation, he/she may file a separate IE 3 Summary Evaluation form by the end of the fall semester. All such evaluations may be commented upon by the evaluatee, in writing, on the reverse side of the form.

6.5.4.7 In any year of evaluation, both the Academic Senate President and the Chief Human Resources Officer will be advised by the

appropriate College President or his/her academic administrator designee of any unsatisfactory academic performance of a nature that might prevent a future recommendation of tenure.

6.5.4.8 If the committee recommends that the process continue into the following spring semester:

6.5.4.8.1 The committee will state on the IE 3 Form the reasons and a recommendation to continue the evaluation process to February 15. Further, the committee must state whether the full (6.5.4.8.2.1) or the abbreviated (6.5.4.8.2.2) process will be used.

6.5.4.8.2 The committee will determine the level of scrutiny needed to address the stated reasons for continuing the evaluation and:

6.5.4.8.2.1 Decide to continue the full evaluation process concluding by February 15, or

6.5.4.8.2.2 Decide on an abbreviated evaluation process appropriate to satisfy any concerns that were expressed on the IE 3 Form. Any abbreviated evaluation process will be documented in writing on or attached to the IE 3 Form and forwarded with the temporary evaluation file to the appropriate College President or his/her academic administrator designee by February 15.

6.5.4.8.2.3 The committee will remain composed of the same individuals for the remainder of the academic year.

6.5.4.8.2.4 The chair shall keep a copy of the temporary evaluation file, to which augmentations will be made during the spring semester.

6.5.4.8.2.5 There shall be an initial evaluation committee meeting called by the chair no later than the end of the first week of the spring semester to initiate continuance of the evaluation process. The committee will review and plan how to implement the recommendation of the committee as it was stated on the IE 3 Form.

6.5.4.8.2.5.1 If the committee recommended that the full

evaluation process be applied, the process conducted during the fall semester will be repeated and concluded by February 15. Upon completion of the process, an IE 3 Form will be completed and placed in the temporary evaluation file. The file and all augmentation documents will be forwarded immediately to the appropriate College President or his/her academic administrator designee. The College President or his/her designee will send the temporary evaluation file to the Chief Human Resources Officer.

6.5.4.8.2.5.2 If the committee recommended less than the full evaluation process, it will arrange to complete the process by February 15. Upon completion of the process, an IE 3 Form will be prepared and modified as appropriate before placement in the temporary evaluation file. The file with all augmentation documents will be forwarded immediately to the appropriate College President or his/her academic administrator designee. The President or his/her designee will send the temporary evaluation

file to the Chief Human Resources Officer.

- 6.5.4.9 Summary evaluations shall be initially completed by December 15 unless there has been a determination to continue the evaluation process into the spring semester as per Article 6.5.4.4.2.

A supplementary Summary Evaluation IE 3 form will be prepared by February 15 for interim observations where facts substantially change and/or where the previous evaluation indicated possible termination or disciplinary recommendations.

- 6.5.4.10 Prior to the end of February, the Chief Human Resources Officer shall forward recommendations for re-employment and a separate recommendation list, if applicable, for non-re-employment to the Chancellor.

- 6.5.4.11 When the evaluatee is assigned both to teaching and non-teaching duties, he/she may be evaluated both as a teaching and as a non-teaching Unit Member by assigning some of the evaluation committee to evaluate teaching and others on the evaluation committee to evaluate non-teaching duties. The evaluation conclusions from both will be expressed on a single Summary Evaluation form IE 3 (a, b, or c).

- 6.5.4.12 The same calendar and procedures, which are used for the teaching tenure-track Unit Members, will be used for non-teaching tenure-track Unit Members.

- 6.5.5 Any recommendation for tenure arising from the process is to be prepared and forwarded by the Chair to the appropriate Academic Senate President.

- 6.5.6 A non-tenured Unit Member who begins employment with the District effective for the spring semester will undergo the same evaluation process that is conducted during the fall semester, but beginning with the peer selection and appointment by February 1, initial Evaluation Committee meeting by February 10, completion of peer observations by April 7, and completion of the Summary meeting by May 12. The non-tenured Unit Member will be evaluated again with the full evaluation process in the following fall semester.

Non-tenured Unit Members who begin employment with the District effective for the spring semester will NOT be able to count their first spring semester of employment toward sabbatical leave or tenure consideration.

- 6.5.7 By no later than February 15 of any year of the evaluation cycle for a non-tenured Unit Member, the Evaluation Committee shall complete its review and report its recommendations to re-employ or not re-employ and suggestions for improvement regarding the non-tenured Unit Member.

- 6.5.8 By no later than February 15 of the fourth year of the evaluation cycle for a non-tenured Unit Member, the Evaluation Committee shall review its findings, for that year and the previous years, and submit to the Chief Human Resources Officer and the Academic Senate President a report as to the satisfactory or unsatisfactory performance of that non-tenured Unit Member.
- 6.5.9 By no later than February 15 of the year in which the evaluatee is eligible for tenure (usually the fourth year of evaluation), the Evaluation Committee shall make a recommendation to the Academic Senate whether or not to grant tenure to that non-tenured Unit Member.
  - 6.5.9.1 A non-tenured Unit Member shall have completed at least a 75% workload during the academic year to have that year be considered toward the attainment of tenure.
- 6.5.10 The Academic Senate, in a Closed Session, shall review the Evaluation Committee's recommendation. The Evaluation Committee shall be present and shall have the opportunity to offer testimony.
- 6.5.11 No later than February 20, the Academic Senate shall determine whether or not to recommend tenure for that non-tenured Unit Member and shall forward its recommendation, in writing, to the college president and to the Chancellor.
- 6.5.12 If the Academic Senate and college president and the Chancellor agree, the recommendation shall go as a joint position to the Board. If the recommendations are different, the Board will be advised of the Academic Senate's position.
- 6.5.13 When the recommendation to grant tenure is approved by the Board, the Unit Member shall be considered to be tenured and shall have full tenure status as of the date of the Board meeting.
- 6.5.14 If the recommendation to the Board is against tenure, the evaluatee shall have the right to appeal to the Board of Trustees at the next, immediate meeting of the Board.
- 6.5.15 If, in any year of the tenuring process, any appointed peer fails to perform his/her duties by November 1, the committee chair shall ask the appointing body to provide a substitute peer to complete the necessary duties by no later than December 1. If any peer fails to complete his/her duties by December 1, the evaluation will continue without participation of that peer.
- 6.6 Evaluation Process for Tenured Unit Members
  - Frequency of Evaluation, Composition of the Evaluation Committee, Chair, and Peer Responsibilities, Final Summary Meeting
  - 6.6.1 Frequency of Evaluation for Tenured Unit Members
    - 6.6.1.1 Each tenured Unit Member must be evaluated once every third year. At the discretion of the Evaluation Committee, the



evaluation shall be conducted and completed in either the fall or spring semester. The decision for a fall or spring semester evaluation shall be made during the initial meeting no later than October 15.

- 6.6.1.2 Unit Members who receive a “needs improvement” evaluation may be evaluated every year until a satisfactory evaluation is achieved or, at the recommendation of the evaluation committee, the process may be continued in the spring semester (see Article 6.6.4.2.6).
  - 6.6.2 Composition of the Evaluation Committees for Tenured Unit Members
    - 6.6.2.1 Immediate or Secondary Level Administrator or his/her designee who shall serve as the chair of the committee.
    - 6.6.2.2 A peer evaluator for a tenured Unit Member shall be selected by the evaluatee prior to September 15 and mutually acceptable to the immediate supervisor.
  - 6.6.3 Chair and Peer Responsibilities for Tenured Unit Members
    - 6.6.3.1 Responsibilities of the Chair for Tenured Unit Members
      - 6.6.3.1.1 The Chair shall call all necessary meetings and record and distribute the proceedings to the members. The Chair shall call and conduct the initial meeting by October 15 of the Evaluation Committee, at which the committee members will decide how to comply with the requirements of the process and by November 1 prepare a schedule for completing peer evaluations. The evaluatee shall be present during this meeting.
      - 6.6.3.1.2 The Chair shall coordinate committee efforts to complete required aspects of the process in compliance with the approved evaluation process and provide for the collection and keeping of the temporary evaluation file.
      - 6.6.3.1.3 The Chair shall make at least one scheduled classroom or online observation, which results in a written and signed IE 1A Form and to share any impressions derived from this visit with the evaluatee. Additional observations may be scheduled if the immediate supervisor considers it helpful to the evaluation process.
- For an online observation, record impressions on an IE 1A Form. An online observation shall be arranged between the Chair and the evaluatee. The length of the observation shall be sufficient to enable the Chair

to form a valid impression of the performance of the evaluatee.

6.6.3.1.4 The Chair evaluator shall meet individually with the evaluatee and share his/her impression resulting from the classroom visits or non-instructional assignments. After the Chair evaluator and evaluatee conclude their discussions, each will sign the IE 1 Form and the Evaluation Committee Chair will place in the temporary evaluation file.

6.6.3.1.5 If the committee Chair fails to complete the initial classroom observation by November 15, the observation will be conducted by the College President or his/her academic administrator designee.

For Unit Members being evaluated in the spring semester, the Chair evaluation may be completed as late as April 20.

#### 6.6.3.2 Responsibilities of the Peer Evaluator for Tenured Unit Member

6.6.3.2.1 The peer evaluator shall attend all meetings called by the Chair or scheduled by the committee and conduct themselves in a manner to keep all outcomes and proceedings of the committee confidential. The evaluatee should supply the peer evaluators with a list of all additional professional activities in addition to teaching and non-teaching assignments so that the evaluators may include these items on the IE1 Form. These items may include advisor or committee participation, high school contacts, fund raising, participation on college committees and any other outside activities that further enhances the partnership between the District and community.

6.6.3.2.2 The peer evaluator shall make in-class (or assignment) and out-of-class observations (see Article 6.10 Items of Evaluation) and record his/her impressions on an IE 1 Form. Such visits shall be of length sufficient to enable the peer evaluator to form a valid impression of the performance of the evaluatee.

For an online observation, the peer evaluator shall record impressions on an IE 1 Form. An online observation shall be arranged between the peer evaluator and the evaluatee. The length of the observation shall be sufficient to enable the peer

evaluator to form a valid impression of the performance of the evaluatee.

6.6.3.2.3 For in-class observations, the peer evaluator shall consult with the evaluatee regarding appropriate dates and times to administer the Instructor Rating Form (IE 2A Form) to in-class and online students.

6.6.3.2.3.1 After reading the generic statement of directions for the completion of the Instructor Rating Form (IE 2A Form) to the students, the peer evaluator shall distribute, collect, and tally the IE 2A forms in accordance with the directions of the Evaluation Committee. The peer evaluator shall see that the students use the forms in the correct manner. The evaluatee should not be present during this process.

6.6.3.2.3.2 The peer evaluator shall type verbatim on separate pages all comments written by students on the IE 2A or Counselor Survey Forms that have been distributed and tallied by the peer evaluator or download verbatim all the comments written by students on the online IE 2B Forms that have been made available to online students and tallied by the peer evaluator.

6.6.3.2.3.3 For faculty with instructional assignments, the peer evaluator shall attempt to ensure that student evaluation response is from at least eighty percent (80%) of the students enrolled in the evaluatee's classes or one hundred or more students. The peer evaluator must administer the IE 2A or IE 2B Forms to two (2) or more of the evaluatee's classes to obtain at least the minimum percentage of students.

For faculty with non-instructional assignments, the peer evaluator shall attempt to ensure that student evaluation response is from at least eighty percent (80%) of the students served or one

hundred or more students during the semester of evaluation.

For faculty with both instructional and non-instructional duties, the eighty percent or one hundred students may be from the combined instructional and non-instructional assignments.

6.6.3.2.3.4 The peer evaluator shall administer any alternative forms that are substituted for the IE 2A Form in accordance with the agreed upon procedures of the Evaluation Committee.

6.6.3.2.3.5 The peer evaluator shall summarize data on either the Instructor Rating Sheets (IE Form 2A, IE 2B, Counselor Rating Sheets) or on the appropriate Alternative Instructor Rating Sheets described in Article 6.8.5.

6.6.3.2.4 The peer evaluator shall meet individually with the evaluatee and share his/her impressions resulting from the classroom visits. After the peer and evaluatee conclude their discussions, each will sign the IE 1 Form and forward it to the Evaluation Committee Chair for placement in the temporary evaluation file.

6.6.3.2.5 The peer evaluator shall participate in the Final Summary Meeting to review all impressions and written materials that have been used in the evaluation process and to sign the IE 3 Form to certify the evaluation was conducted in accordance with adopted procedures.

6.6.3.3 For Unit Members being evaluated in the spring semester, the peer evaluation may be completed as late as April 20.

#### 6.6.4 Final Summary Meeting for Tenured Unit Member

6.6.4.1 At any subsequent meeting, prior to the final summary meeting, the evaluating committee may meet without the evaluatee. At the discretion of the committee, either the Chair or the entire committee will report the outcome of the meeting to the evaluatee.

6.6.4.2 The Chair shall conduct a summary meeting by December 15.

For a Unit Member whose evaluation occurs in the spring semester, the summary meeting shall be completed by May 12 (see Article 6.6.1.1).

- 6.6.4.2.1 Upon review of the total evaluation data during the Final Summary Meeting, during which the committee shall consider all objective sources of input, summarize the observations of the Committee members, and complete any required forms, the Evaluation Committee shall recommend the termination or continuation of the process.
- 6.6.4.2.2 If the evaluatee disagrees with the recommendation of the committee, he/she may request the continuation of the process. If the evaluation process is to continue for the tenured Unit Member, an Academic Senate member mutually agreed to by the Evaluatee may be added to the team, if requested by the evaluatee.
- 6.6.4.2.3 If the process is terminated, the evaluation procedures conclude for the year. The Temporary Evaluation File is completed and all documents are compiled and forwarded to the office of the appropriate College President or his/her academic administrator designee, who will surrender the file to the Chief Human Resources Officer.
- 6.6.4.2.4 If a committee member disagrees with the recommendation, he/she may file a separate IE 3 Summary Evaluation form by the end of the fall semester. All such evaluations may be commented upon by the evaluatee, in writing, on the reverse side of the form.
- 6.6.4.2.5 In any year of evaluation, the Chief Human Resources Officer will be advised by the appropriate College President or his/her academic administrator designee of any unsatisfactory academic performance.
- 6.6.4.2.6 If the committee recommends that the process continue into the following spring semester:
  - 6.6.4.2.6.1 The committee will state on the IE 3 Form the reasons and a recommendation to continue the evaluation process to February 15. Further, the committee must state whether the full (6.6.4.2.6.1) or the

abbreviated (6.6.4.2.6.2) process will be used.

6.6.4.2.6.2 The committee will determine the level of scrutiny needed to address the stated reasons for continuing the evaluation and:

6.6.4.2.6.2.1 Decide to continue the full evaluation process concluding by February 15, or

6.6.4.2.6.2.2 Decide on an abbreviated evaluation process appropriate to satisfy any concerns that were expressed on the IE 3 Form. Any abbreviated evaluation process will be documented in writing on or attached to the IE 3 Form and forwarded with the temporary evaluation file to the appropriate College President or his/her academic administrator designee by February 15.

6.6.4.2.6.3 The committee will remain composed of the same individuals for the remainder of the academic year.

6.6.4.2.6.4 The chair shall keep a copy of the temporary evaluation file, to which augmentations will be made during the spring semester.

6.6.4.2.6.5 There shall be an initial evaluation committee meeting called by the chair no later than the end of the first week of the spring semester to initiate continuance of the evaluation process. The committee will review and plan how to implement the recommendation of the committee as it was stated on the IE 3 Form.

6.6.4.2.6.5.1 If the committee recommended that the full evaluation process be

applied, the process conducted during the fall semester will be repeated and concluded by February 15. Upon completion of the process, an IE 3 Form will be completed and placed in the temporary evaluation file. The file and all augmentation documents will be forwarded immediately to the appropriate College President or his/her academic administrator designee. The President or his/her designee will send the temporary evaluation file to the Chief Human Resources Officer.

6.6.4.2.6.5.2 If the committee recommended less than the full evaluation process, it will arrange to complete the process by February 15. Upon completion of the process, an IE 3 Form will be prepared and modified as appropriate before placement in the temporary evaluation file. The file with all augmentation documents will be forwarded immediately to the appropriate College President or his/her academic administrator designee. The President or his/her designee will send the temporary evaluation file to the Chief Human Resources Officer.

- 6.6.4.2.7 Summary evaluations shall be initially completed by December 15 unless there has been a determination to continue the evaluation process into the spring semester as per 6.6.1.1.

A supplementary Summary Evaluation IE 3 form will be prepared by February 15 for interim observations where facts substantially change and/or where the previous evaluation indicated possible termination or disciplinary recommendations.

- 6.6.4.2.8 When the evaluatee is assigned both to teaching and non-teaching duties, he/she may be evaluated both as a teaching and as a non-teaching Unit Member by assigning some of the evaluation committee to evaluate teaching and others on the evaluation committee to evaluate non-teaching duties. The evaluation conclusions from both will be expressed on a single Summary Evaluation form IE 3 (a, b, or c).

- 6.6.4.2.9 The same calendar and procedures, which are used for the tenured teaching Unit Members, will be used for tenured non-teaching Unit Members.

## 6.7 Evaluation of Categorical Unit Members (exclusive of EOPS and DSPS)

### Frequency of Evaluation, Composition of the Evaluation Committee, Chair, and Peer Responsibilities

#### 6.7.1 Frequency of Evaluation for Categorical Unit Members

- 6.7.1.1 In their first four years of employment, non-tenured, categorically funded Unit Members shall be evaluated as frequently as non-tenured Unit Members (see Article 6.5.1.1).

- 6.7.1.2 Further evaluation shall occur in each third year following and shall be conducted as frequently as for tenured Unit Members (see Article 6.6.1.1).

#### 6.7.2 Composition of the Evaluation Committees for Categorical Unit Members

- 6.7.2.1 In their first four years of employment, non-tenured, categorically funded Unit Members shall be evaluated by committees composed according to the guidelines used for non-tenured Unit Members (see Article 6.5.2).

- 6.7.2.2 Further evaluation shall occur in each third year following and shall employ the same process and committee composition as for tenured Unit Members (see Article 6.6.2).

#### 6.7.3 Chair and Peer Evaluator Responsibilities for Categorical Unit Members



- 6.7.3.1 For the evaluation of Categorical Unit Members with less than four years of service, the responsibilities of the Chair and Peer evaluators shall be the same as those provided for non-tenured Unit Members in Article 6.5.3.
  - 6.7.3.2 For the evaluation of Categorical Unit Members with more than four years of service, the responsibilities of the Chair and Peer evaluators shall be the same as those provided for tenured Unit Members in Articles 6.6.3.1 and 6.6.3.2.
- 6.8 Evaluation documents shall include the following for each Unit Member evaluatee:
- 6.8.1 Faculty Evaluation Form IE 1 - Used by all peer evaluators and administrators to record classroom visits or related activity serving the evaluation process. Written statements on this form shall address the six (6) items of evaluation stated on the form and the form shall be signed by both the person preparing the form as well as the evaluatee. The comments on the form shall address the results of the classroom visit and the wider performance of the evaluatee in meeting the responsibilities of his/her position.
  - 6.8.2 IE 2A Form - Instructor Rating Sheet that shall be distributed to students to survey their impressions of the performance of the evaluatee. Student comments are to be written on the back side of the form. Counselor Survey Form used for counselors. The IE 2B form shall be utilized for online student evaluations (reference articles 6.5.3.2.3.2 and 6.6.3.2.3.2). The IE 2 Form shall serve as the basic guide to evaluation of the six (6) mandatory items of evaluation (see Article 6.10).
  - 6.8.3 Typed student comments – Student written comments on the IE 2A or Counselor Survey Forms are to be typed verbatim by the peer evaluator selected by the evaluatee on separate pages.
  - 6.8.4 IE 2A, IE 2B, and Counselor Survey Tally Forms – The student responses for each item on the IE 2A, IE 2B, and Counselor Survey Forms are to be tallied by each class and recorded on a single blank IE 2A, IE 2B, or Counselor Survey form by the peer evaluator selected by the evaluatee.
  - 6.8.5 Any approved Alternative Forms for the IE 2A Form which might be used for collecting impressions of students or others that are used in the evaluation of non-tenured or tenured Unit Members shall be mutually agreed upon by the non-tenured or tenured Unit Members within the same division, department, related discipline or faculty service area and the appropriate supervisor. The forms will be used for courses within the division, department, or related discipline. Such agreement may include specification of which courses require oral administration of the form or use of an ESL or sign language interpreter who is not the evaluatee.
  - 6.8.6 IE 3 Summary Evaluation Forms – Certify the completion of all required evaluation activities by the Evaluation Committee, state the committee's composite perspective based on information contained and documented in

the forms IE 1A and IE 2A, and signed by all members of the committee. The form will indicate whether or not the performance of the Unit Member is satisfactory or unsatisfactory in meeting all aspects of the assigned responsibilities of the position occupied by the evaluatee, whether teaching, non-teaching, or a combination of these. The IE 3a Form is to be used for non-tenured (contract) Unit Members, the IE 3b Form is to be used for tenured (regular) Unit Members and the IE3c form is to be used for categorical (non-tenure-track) Unit Members. The IE 3 PT Form is to be used for adjunct faculty.

- 6.8.7 Any alternative view statements generated and signed by the evaluatee or evaluators which might arise out of the Final Summary Meeting of the Evaluation Committee.
- 6.9 Distribution of forms will be as follows for Unit Member evaluations:
  - 6.9.1 Evaluatee will receive the copies IE 1A Forms (or agreed-to alternative forms), copies of the IE 2A Summary Forms, copies of the typed comments from the IE 2A Forms, a copy of the IE 3 Form, and, if the IE 3 Form is not agreed to unanimously by the committee members, any copies of dissenting statements/forms/rebuttals.
  - 6.9.2 The Temporary Evaluation File will contain originals of any IE 1A Forms (or agreed to alternative forms), the original tally forms for IE 2A, IE 2B, or Counselor Survey Forms; original typed comments from the IE 2A, IE 2B, or Counselor Survey Forms; the original IE 3 Forms; and if the IE 3 Form is not agreed to unanimously by the committee members, any original dissenting statements/forms/rebuttals.
  - 6.9.3 Except for tenured Unit Members being evaluated in the spring semester, the Temporary Evaluation File will be completed prior to the end of the fall semester and forwarded immediately to the appropriate College President or his/her academic administrator designee and will contain a recommendation to re-employ or not to re-employ the evaluatee. If the Evaluation Committee determines that the evaluation process should be continued during the spring semester, this will be stated on the IE 3 Summary Evaluation Form, which will also state the recommendations to the evaluatee for needed improvement of his/her performance. (See Articles 6.5.4.8 and 6.6.4.2.6). The Evaluation Committee will continue in operation and the chair will keep a copy of the temporary evaluation file for use by the committee during the spring semester.
  - 6.9.4 Upon completion of the evaluation process in either the fall or the spring semester, the temporary evaluation file will be surrendered to the Chief Human Resources Officer and shredded.
- 6.10 Items of Evaluation - The following factors shall be considered in every evaluation of a Unit Member:
  - 6.10.1 Effectiveness of instruction/student services

- 6.10.2 Techniques of instruction/skill in accomplishing contract responsibilities/assignments
- 6.10.3 Expertise in subject matter/skill in contract assignment
- 6.10.4 Participation in professional responsibilities and other internal and external professional activities that further the image and growth of the college; e.g., participation on college committees, program review, student activity advisement, etc. (refer to Article 7.1.5).
- 6.10.5 Acceptance of responsibility
- 6.10.6 Effectiveness of communication.
- 6.11 Procedures and Compensation for Evaluation of Part-Time (hourly) Academic Employees
  - 6.11.1 At the beginning of each academic year, full-time tenured divisional Unit Members shall select a pool of peer evaluators representing the departments, faculty service areas or disciplines within that division for the purpose of evaluating part-time (hourly) faculty members.  
  
In the event a department lacks a sufficient number of full-time tenured Unit Members who agree to perform the part-time evaluations, any full-time Unit Member who has completed at least two (2) years of full-time employment with the District (75 percent or more) and who has been approved by the Board as a third-year employee may perform part-time evaluations.
  - 6.11.2 If sufficient names of peer evaluators are not forthcoming by September 15 for fall semester evaluations and by February 15 for spring semester evaluations, the administration will notify the Association of that fact and request assistance in getting sufficient names.
  - 6.11.3 If there are still not sufficient names of peer evaluators by October 1 for fall semester evaluations and by March 1 for spring semester evaluations, the administration may select as peer evaluators any tenured Unit Members who have volunteered and who are acceptable to the administration.
  - 6.11.4 Peer evaluators shall be paid \$300 or shall receive six (6) hours of flex credit per evaluatee and shall notify the District which option will be used before the evaluation begins. The evaluation and agreement must be turned in to Office of Human Resources and Personnel Services before either a payment will be made or flex will be credited to the Unit Member.
  - 6.11.5 The peer evaluator shall make a thorough, professional evaluation of the evaluatee, and shall prepare all necessary documents using the proper forms.
  - 6.11.6 Except in unusual circumstances as approved by the Chief Human Resources Officer, no one will serve as the peer evaluator more than ten (10) times per academic year.

- 6.11.7 Peer evaluators of part-time academic employee shall, in the case of off-campus evaluations, be compensated for mileage at the prevailing District rate or may use a District vehicle if available.
- 6.11.8 It is understood that peer evaluators, in implementation of their duties as outlined in Article 6 of this Agreement, are acting under the mandate and protection of AB 1725.

## **ARTICLE 7.0 – WORKLOAD**

- 7.1 It is mutually understood that the basis of the total workload assignment is a 40-hour work week, inclusive of all the obligations of the Unit Member. Those obligations include, but are not limited to classroom time, preparation time, office hours, professional responsibilities as defined in Article 7.1.5, and release time or reassigned workload as authorized in this Agreement.
  - 7.1.1 A full-time load for Unit Members is 30 lecture hours per academic year with an average of 15 lecture hours equivalent per semester.
  - 7.1.2 Beginning on the first day of the Fall 2018 semester, load for lab activities shall be .85 of a lecture hour or equivalent.
  - 7.1.3 Unit Members assigned to the instructional areas of Counseling, LD Specialists, Librarian, Vocational Nursing, Associate Degree Nursing, Psychiatric Technology, Radiologic Technology, Academic Skills Center, and Nursing Assistant Program shall have a load of up to 30 hours of assigned time per week plus five (5) office hours per week. 2.67 clock hours of non-teaching duties are equivalent to one lecture hour of load.
  - 7.1.4 Unit Members in the instructional areas of Psychiatric Technology and Radiologic Technology may be assigned from one (1) to four (4) units of clinical load each semester in order to complete required administrative duties including but not limited to duties related to program accreditation, state board reviews, clinical site evaluations, student applications, and student orientations.
  - 7.1.5 Unit Members shall be obligated to participate in a range of professional responsibilities related to their assigned duties each semester. Professional responsibilities are in addition to classroom time, preparation time, counseling time, and office hours, and shall be approximately 5 hours per week, on average. Professional responsibilities may include, among other things, hiring committees; department meetings; District or College sanctioned committees; program review; curriculum development; participation in discipline specific organizations (e.g., boards, advisory groups, etc., both internal and external); grant writing or research and writing of an academic nature that benefits teaching, learning, or counseling; serving on accreditation site teams; inter-department collaboration projects; coordination with K-12 and other institutions of higher learning; verifiable faculty mentoring; attendance at professional conferences and trainings that benefit the functions of the District or college or teaching, learning, or counseling; attending board meetings; advising