Tentative Agreement between
Southwestern Community College District
and Southwestern College Education Association
Regarding 2016-17 Reopeners

March 10, 2017

The terms of this Tentative Agreement ("T.A.") between the Southwestern Community College District ("District") and Southwestern College Education Association ("SCEA" or "Association") complete negotiations between the parties for the 2016-17 year.

Article IV – Workload

4.1.3 With the exception of full-time non-instructional unit members, any intersession term offered by the District shall be excluded from the "academic year" as defined in Section 87601 of the Education Code, and service in connection with employment in an intersession term shall be excluded from computation of the service required as a prerequisite to attainment of, or eligibility for, classification as a regular employee of the District.

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4.3.1 A full-time teaching load consists of approximately fifteen (15) lecture hour equivalents each semester. Each lecture hour taught is equated to one (1) lecture hour equivalent, LHE and, after July 1, 2017, each laboratory or activity hour is equated to approximately .80 .83 of a lecture hour equivalent. Appendix A identifies those courses for which additional workload credit is granted.

4.3.1.1 The SCEA and the District agree to establish, with the Academic Senate, a committee to recommend which laboratory courses should be defined as "extensive preparation lab classes" and therefore received an increased lab/lecture ratio or faculty stipend. The committee shall consist of one representative from each of the groups listed above. The committee shall be tasked with establishing guidelines to determine which lab classes are "extensive preparation labs", proposed lab rate increases, and/or the value of faculty stipends (if appropriate). The committee shall submit its recommendations to the District and SCEA negotiating teams by Spring 2018. The work of this committee does not preclude collective bargaining between the parties regarding laboratory stipends to be paid after the 2016-17 fiscal year.

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4.6 BANKING OF OVERLOAD HOURS

4.6.3.8 For the faculty positions listed in 4.2.1 – 4.2.8 (35-hour week), banked time will be calculated according to a formula that equates the thirty (30) LHE per year load for teaching faculty with a 35-hour week for an academic year for non-instructional faculty.
Hours per day = hours per week less preparation time per week divided by five (5).

Days per year = days listed in 4.1, Calendar, less required Staff Development (2 days for Opening Days for the fall and spring semesters. If teaching faculty are required to do twenty (20) hours per year and a Staff Development Day has four (4) hours of required attendance, then deduct an additional five (5) days for the Staff Development requirement).

Hours per year = Hours per day times the days per year. To calculate how many hours are required to bank a percentage of the contract year, multiply the percent times the required hours per year.

For example, if an 11-month counselor wants to bank twenty (20%), two hundred twenty point four (220.4) hours beyond the normal duty day are required.

\[
\frac{5.8 \times 190}{1102} = \frac{1102 \times 0.20}{220.4}
\]

*5.8 hours is used to account for 1.2 prep hours out of a 7 hour work day (5 days/week = 35 hours/week)

For example, two hundred twenty point four (220.4) hours banked would provide a 20% reduction in load for an entire academic year. One hundred ten point two (110.2) hours banked would provide a 20% reduction in load for one semester.

If the counselor teaches one (1) 3-unit course, this is one-tenth or ten percent (10%) of the thirty (30) LHE requirement and 10% (or 110.2 hours) would be required to have twenty percent (20%) banked time for an academic year.

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Article V - Leaves

5.7 ILLNESS LEAVE

5.7.1 Full-time Unit Members on ten (10), eleven (11), or twelve (12) month contracts shall be entitled to ten (10), eleven (11), or twelve (12) days leave, respectively, with full pay for each School year for (a) illness, accident, quarantine, injury, (b) diagnosis, care, or treatment of an existing health condition of, or preventive care for, an employee or an employee's family member, or (c) if they are victims of domestic violence, sexual assault, or stalking purposes of personal illness or injury which precludes the Unit Member from performing his/her assigned duties. Part-time Unit Members under contract who work less than full-time shall be entitled to that portion of the ten (10) days leave as the number of hours per week of scheduled duties relates to the number of hours
for a full-time faculty member in a comparable position. Unit Members not utilizing the full ten (10) days of sick leave in any one (1) year shall have the amount not utilized accumulated from year to year.

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5.7.4 Notice by Employee. Upon request by the Vice President for Human Resources, any Unit Member who proposes to be on illness leave for five (5) or more days shall be required to present a medical doctor's certificate verifying the personal illness or injury and/or a medical authorization to return to work. A Unit Member must contact the office of his/her Dean as soon as the need to be absent is known. District procedures identify the methods of notification.

5.7.5 Statutory Paid Sick Leave and Kin Care Leave. A Unit Member must contact the office of his/her Dean as soon as the need to be absent is known. District procedures identify the methods of notification.

5.7.5.1 Article 5 is intended to meet the sick leave and kin care leave requirements set forth in the California Labor Code.

5.7.5.2 For purposes of illness leave granted under Article 5.7.1, the term “family member” shall mean (per Lab. Code 245.5(c)(2):
   a. The employee’s child (biological, adopted, or foster), stepchild, legal ward, or a child to whom the employee stands in loco parentis.
   b. The parent (biological, adoptive, or foster), stepparent, or legal guardian of an employee or the employee’s spouse or registered domestic partner, or a person who stood in loco parentis for the employee or the employee’s spouse or registered domestic partner when the employee, his/her spouse, or his/her registered domestic partner was a minor child.
   c. The employee’s spouse or registered domestic partner.
   d. The employee’s grandparent or grandchild.
   e. The employee’s sibling.

5.17 PROFESSIONAL DEVELOPMENT/SABBATICAL LEAVE

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5.17.8 Service After Professional Development/Sabbatical Leave

5.17.8.1 The District requires service amounting to twice the term of the leave, immediately following the leave, except under certain conditions provided by the Education Code. A leave of absence agreement must be executed as a condition of the leave. Sabbatical Leave of Absence Agreement, Form B (Appendix G).

5.17.8.2 At the expiration of the Professional Development/Sabbatical Leave, the bargaining Unit Member shall, unless otherwise agreed to, be placed in a position equivalent to that held prior to the leave. However, under no circumstances shall the returnee be entitled to seniority status or rights greater than had the employee been in regular service.
5.17.9 District Requirements: The maximum number of full-time bargaining Unit Members absent for the Professional Development/Sabbatical Leave in a semester shall not exceed ten percent (10%) of faculty.

5.17.10 Application Procedure: A Forms Packet can be obtained from the Office of Academic Affairs.

5.17.10.1 Notice of Intention: Eligible bargaining Unit Members shall submit to the Vice President for Academic Affairs and the appropriate administrator a Notice of Intention Form A (Appendix G) which can be obtained from the Office of Academic Affairs to apply for Professional Development/Sabbatical Leave prior to October 1 of the academic year prior to the year for which leave is requested.

5.17.10.1.1 A proposed plan for the Professional Development/ Sabbatical Leave shall be submitted in writing to the Vice President for Academic Affairs and the appropriate administrator no later than November 15 of the academic year prior to the year for which the leave is requested. The plan shall provide sufficient information for the evaluation pursuant to Section 5.17.1 (Purpose), 5.17.2 (Criteria), and 5.17.3 (Professional Development Categories). Professional Development/Sabbatical Application, Form C (Appendix G).

5.17.10.1.2 At least twenty (20) calendar days prior to the November 15 deadline, the applicant must meet with the Dean or appropriate administrator to discuss the proposal. The Dean or appropriate administrator must attach to the proposal the written approval or disapproval that must state how the proposal meets, or fails to meet, the criteria listed in 5.17.2 herein.

5.17.11 Sabbatical Leave Review Committee

5.17.11.1 Composition: The Sabbatical Leave Review Committee shall consist of the Academic Senate President, one (1) bargaining Unit Member named by the Academic Senate, two (2) bargaining Unit Members named by the Association, and four (4) Administrators, one of whom shall be the Vice President for Academic Affairs. No recipient from the prior year or the current applicant shall be a Member of the committee.

5.17.11.2 Committee Procedures

5.17.11.2.1 The Committee’s first meeting shall be held before December November 1 of each year. At least one (1) week prior to the Committee’s first meeting, the Committee shall receive from the Academic Affairs Office a statement as to the costs and effect on programs of each application. **The purpose of the first meeting shall be:**

(a) To review leave reports from the previous year, including any recommendations from the Superintendent/President concerning those reports.

(b) To review Professional Development/ Sabbatical Leave policy, as well
as the Committee's procedures.

(c) To establish the Committee's schedule.

5.17.11.2.4

5.17.11.2.2 The purpose of the first second meeting shall be:

(a) To review leave reports from the previous year, including any recommendations from the Superintendent/President concerning these reports.

(b) To review Professional Development/Sabbatical Leave policy, as well as the Committee's procedures.

(a) To review the eligibility list.

(e)(b) To determine whether any of the District's requirements defined in 5.17.9.1 are applicable (10% rule), and if so, to notify concerned Schools of the need for adjustment.

(d) To review the eligibility list.

(e)(c) To approve the applications as to form, content, adherence to Purpose (Section 5.17.1); Criteria (Section 5.17.2); Professional Development Categories (Section 5.17.3); and, District Requirements (Section 5.17.9).

5.17.11.2.3 If the application is not approved for reasons specified under 5.17.11.2.2, the Committee shall return it to the applicant with specific directions. Applications must be resubmitted within two (2) weeks. Failure to resubmit an application shall be grounds for denial of leave.

5.17.11.2.4 A second third committee meeting shall be held within two weeks of the first second meeting. The purpose of the second third meeting shall be:

(a) To consider leave projects that have been resubmitted.

(b) To review matters related to District requirements and to act on any of these matters left unresolved after consultation with the affected Schools or departments.

(c) To draft memos to inform concerned persons of the disposition of matters in (a) and (b) above.

5.17.11.2.5 Before the close of the fall semester, the Chairperson of the Sabbatical Leave Review Committee shall convene a fourth meeting of the Chairperson, the Academic Senate President, an Association representative, and the Vice President for Academic Affairs. They will certify the final leave list and notify all applicants. Should the financing formula in sub-section 5.17.11.2.7 of this Agreement or the
District's requirements, outlined above, require any leave postponements, those persons with lowest priority will be chosen according to first, leave seniority; second, college seniority; and finally, by lot. The Chairperson will notify those persons of such postponements. Should leave withdrawals or other circumstances later affect the status of applicants whose leaves have been postponed on account of the restriction outlined in this Article, the Vice President for Academic Affairs will notify them at the earliest possible time.

5.17.11.2.6 Administrative Review: The Vice President for Academic Affairs shall submit the Committee's recommendations to the Superintendent/President. He/She shall review the recommendations. If the recommendations of the Superintendent/President differ from those of the Sabbatical Leave Review Committee, the Superintendent/President shall meet with the Chair of the Sabbatical Leave Review Committee prior to the February Governing Board meeting. The Superintendent/President shall forward the applications to the Governing Board.

5.17.11.2.7 Approval by Governing Board: The Governing Board shall act on the recommendations at the February Board meeting. The number of sabbatical leaves approved by the Board shall be determined as follows:

5.17.11.2.7.1 If the actual ending balance as reported in the most recent CCFS-311 formula exceeds ten (10) percent of that year's actual unrestricted expenditures, the Board shall grant all leaves recommended by the Sabbatical Leave Review Committee, not to exceed ten (10) percent of all full-time faculty members.

5.17.11.2.7.2 If the actual ending balance as reported in the most recent CCFS-311 form is between eight (8) percent and ten (10%) percent of that year's actual unrestricted expenditures, the Board shall grant all leaves recommended by the Sabbatical Leave Review Committee, not to exceed five (5) percent of all full-time faculty members.

5.17.11.2.7.3 If the actual ending balance as reported in the most recent CCFS-311 form is less than eight (8%) percent of that year's actual unrestricted expenditures, the approval of any sabbatical leaves is at the sole discretion of the Governing Board.

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

5.17.12 Withdrawal, Postponement and Passing Leaves

5.17.12.1 In the event that a leave is postponed for administrative reasons such as those described in 5.17.11.2.5, or for any other reason beyond the practical control of the applicant, the leave entitlement will advance normally for the following year, unless the applicant is at the highest step. The applicant will remain at that step.
until the leave is granted, or until the applicant passes and returns to the regular cycle. Postponements must be approved by the cognizant administrator and the Sabbatical Leave Review Committee.

5.17.12.2 Unit Members who have had their sabbatical leave plan approved and had their leave postponed for administrative reasons (5.17.11.2.5), shall submit the proposal or an updated proposal for the following year. Approval by the Committee of the Unit Member’s postponed plan shall be automatic. Any revisions to the plan will be processed as in 5.17.13.

5.17.12.3 A Bargaining Unit Member who reaches the eighth (8) year leave step and passes the leave shall revert to the sixth (6) year stipend schedule, and shall rise again through the steps, continuing to rise and fall until the leave is finally taken.

5.17.12.4 Special circumstances may entitle a bargaining Unit Member to retain highest stipend rank until a leave to be a participant at such an event is taken. However, such events will not entitle an applicant to higher standing on the stipend schedule if the applicant is not yet on the eighth (8) step. Applications for such postponement of entitlement should be made during the year of eligibility, specifying the date of the intended leave in the project proposal. The Sabbatical Leave Review Committee, by full vote, will determine eligibility for such postponements. This subsection and agreements created hereunder will expire on June 30, 2008.

5.17.13 Revisions of Approved Professional Development Leave: The approval of the Vice President for Academic Affairs and approval of the Sabbatical Leave Review Committee is required for any revision of an approved Professional Development/Sabbatical Leave.

5.17.14 Reports: Upon completion of a Professional Development/Sabbatical Leave, a bargaining Unit Member shall submit a written report to the Vice President for Academic Affairs prior to October 1 of the year of return from leave. The report shall include the original proposal with any approved changes and shall be signed by the Unit Member’s Dean or appropriate administrator. If the purpose of the leave was academic study, official transcripts shall be included. On recommendation of the Vice President for Academic Affairs, the Sabbatical Leave Review Committee shall review and evaluate Professional Development/ Sabbatical Leave reports. In the event that a report is found to be unsatisfactory, it will be returned for revisions. If the revision does not satisfy the Committee’s objections, it may deny or defer eligibility for future leaves. Guidelines for completing Sabbatical Leave reports, Form D, (Appendix G).

5.17.15 Effect Upon Salary, Benefits and Retirement

5.17.15.1 Professional Development/Sabbatical Leave shall constitute a year’s service for salary increment purposes.

5.17.15.2 Sick leave will neither accumulate nor be charged against the Unit Member.
5.17.15.3 While on Professional Development/Sabbatical Leave, Unit Members will be eligible to receive health and welfare benefits. The District's contributions will be prorated in accordance with Section 5.17.7.4 of this Article.

5.17.15.4 A Unit Member who has had Professional Development/ Sabbatical Leave may, at the Unit Member's option, pay into the State Teachers' Retirement System (S.T.R.S.) the amount required by S.T.R.S. to receive full-time credit.

5.17.16 Failure to Fulfill Professional Development/Sabbatical Leave Obligation

5.17.16.1 In the event that the Unit Member fails to satisfactorily complete the leave program approved by the Governing Board, as determined by the District, the Unit Member shall be required to reimburse the District the cost of the leave.

5.17.16.2 In the event that the Unit Member fails to render service amounting to twice the term of the leave following his/her return from Professional Development/Sabbatical Leave, the Unit Member shall reimburse the District the same proportion of the total sabbatical compensation received as the proportion of the amount of time which was not served bears to the total amount of time agreed upon.

5.17.16.3 Failure of a Unit Member to return and render service or to complete the scheduled leave program shall not result in reimbursement to the District if such failure is due to the Unit Member's death or it is certified by a physician designated by or satisfactory to the District that failure was due to the Unit Member's bona fide physical or mental disability.

The parties to the revised Sabbatical Leave forms, attached hereto.

Article VII - Salaries

7.1 PAY SCHEDULE

7.1.1 Effective July 1, 2016, all Academic Salary Schedules in Appendix A shall be increased by 1.0%. Retroactive salary payment will be distributed to all applicable Unit members within 90 days of full ratification of the tentative agreement.

Effective July 1, 2014, all Academic Salary Schedules in Appendix A shall be increased by 2.0%.

7.1.1.1 Effective July 1, 2014, the amounts listed in each of the cells of the Anniversary/Merit Increment charts (Ranges A, B, and C) in both the 10-month Academic Contract Salary Schedule and the 11-month Academic Contract Salary Schedule in Appendix A will be increased by an additional 1.0%.

7.1.1.2 Additionally, any current SCEA Unit Member who provided bargaining unit service during all or part of fiscal year 2012-13 and who experienced a pay reduction in fiscal year 2012-13 as a result of the negotiated pay reduction of
3.5% shall be paid a one-time, off-schedule, lump sum amount that is equal to the actual 3.5% reduction in pay said employee experienced during fiscal year 2012-13. This payment will be made to each qualifying Unit Member on his/her March 31, 2013 paycheck.

7.1.2 Effective July 1, 2017, all Academic Salary Schedules in Appendix A shall be increased by an additional 0.5%. This 0.5% salary increase does not preclude any additional salary negotiations for the fiscal year 2017-18.

Compensation for the 2015-16 academic year shall be subject to reopener negotiations.

The fiscal year 2015-16 state COLA allocation, as delineated in section 8.1, will go to Health and Welfare. Nothing in this subsection shall preclude negotiations on other salary terms or consideration.

7.1.3 Effective July 1, 2017, the laboratory rate published on the “Salary Schedule for Academic Part Time/Overload Service” and the “Salary Schedule for Academic Part Time Equity Teaching Assignments” will be increased to 83% of the lecture rate.

Article VIII – Health and Welfare Benefits

The District and the Association agree to create a sub-committee comprised of two administrators and two unit members to investigate and compile information regarding part-time unit member health and welfare programs and options, with the goal of seeking a better health and welfare program for part-time unit members. The subcommittee will meet at least once per month during the Fall 2017 semester, and will submit a plan for discussion to the District and Association negotiating teams for the 2017-2018 round of contract negotiations.

Article XIV - Evaluation

The parties to the revised Faculty Evaluation Form O and Faculty Course Syllabus and Materials Review Form O, attached hereto.

Article XV: Part-Time Faculty

15.2.6.3 If a part-time Unit Member is vested in one discipline, and is seeking vested status in other discipline(s) that is (are) related and supervised by the same Dean, then the part-time Unit Member will be evaluated one time over the course of six semesters in the non-vested discipline(s) rather than three times as stated in Article 15.2.6. An evaluation in the non-vested discipline will satisfy all disciplines in which the part-time Unit member is vested if those disciplines are related and supervised by the same Dean. The cognizant Dean, with input from discipline faculty, will be responsible for determining if the disciplines are related.

New Article XX - Student Learning Outcomes (SLOs)
20.1 Student Learning Outcomes (SLOs):
As used in this contract, the term “SLO” is inclusive of instructional courses (CSLOs) and programs (PSLOs) as well as non-instructional services (SSLOs).

20.1.1: During a discipline’s required Opening Day meeting or other meeting(s) where all discipline Unit members are invited to attend, discipline Unit members shall work collaboratively to establish (or in some cases review/adjust) a 3-year SLO assessment timeline and processes for assessing all SLOs in courses, programs, and/or services in said discipline/unit. At the discipline meeting, Unit members shall also review, write, and/or revise outcomes as needed, analyze outcomes, and develop and evaluate plan(s) for course/program/services improvement. The timeline shall ensure that all SLOs in all sections for each course are to be assessed at least once during the 3-year cycle, with a maximum number of course SLOs per section collected by a Unit member at any one time being three (3). If accreditation or articulation requirements for a particular discipline necessitate the collection of more than three (3) course SLOs per section at a time, a waiver to the three (3) SLO rule will be granted for the discipline upon the agreement of the SCEA President, the Academic Senate President, and the Cognizant Dean. The 3-year SLO assessment timeframe should run parallel to the program review cycle of that discipline/unit. A Unit member will consider and use the results of SLO assessments when developing and implementing plans to improve the delivery of instructional/non-instructional services as needed.

20.1.2 Unit members shall submit disaggregated course SLO data directly to whichever data system is adopted by Southwestern College. Data shall be submitted within 20 calendar days of the end date of the semester, unless technical difficulties of the data delivery system prevent such a deadline from successfully being implemented. The following is an example of hypothetical, disaggregated SLO data:

<table>
<thead>
<tr>
<th>Course Title: Intro to Southwestern College</th>
<th>Course: Fall 2016: SWC 100 02</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student ID</strong></td>
<td><strong>Assessment for SLO:</strong> The student will compare and contrast “Community College” with “University”.</td>
</tr>
<tr>
<td>xy0123456</td>
<td>1</td>
</tr>
<tr>
<td>ab6543210</td>
<td>2</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

20.1.3 Acknowledgement of Unit member participation in the SLO assessment cycle is part of the Unit members’ Self Evaluation Statement as noted in Articles 6.2 and 15.2.6.1, respectively. The student achievement data from SLO measurements will **not** be used in the evaluation of any individual Unit member.
The negotiations leading up to this T.A. complete the parties’ negotiations for the 2016-17 contract reopeners. The parties agree to commence negotiations on a successor agreement prior to June 30, 2017, to exchange sunshine proposals within 45 calendar days after full ratification of this T.A., and to schedule meeting dates for negotiations to occur as soon as practicable after the sunshine process is completed. The representatives for both parties, listed below, have the proper authority to enter into a binding agreement subject to ratification by the unit membership and Governing Board.

Signed and agreed to by:

For SCEA:

[Signature]

Kenneth Yanow

Date Signed: 10 March 2017

For the District:

[Signature]

Trinda Best

Date Signed: 3-10-2017
The negotiations leading up to this T.A. complete the parties’ negotiations for the 2016-17 contract reopeners. The parties agree to commence negotiations on a successor agreement prior to June 30, 2017, to exchange sunshine proposals within 45 calendar days after full ratification of this T.A., and to schedule meeting dates for negotiations to occur as soon as practicable after the sunshine process is completed. The representatives for both parties, listed below, have the proper authority to enter into a binding agreement subject to ratification by the unit membership and Governing Board.

Date: March 10, 2017

Signed and agreed to by:

For SCEA:

[Signature]
Kenneth Yanow

S. Rob Shaffer

[Signature]
Carae Lesh

Geoffrey Johnson

[Signature]
Bruce Smith

[Signature]
Laura Brooks

For the District:

[Signature]
Trinda Best

[Signature]
Tim Flood

[Signature]
William Kinney

[Signature]
Kathy Tynet
FORM A: NOTICE OF INTENTION
PROFESSIONAL DEVELOPMENT/SABBATICAL LEAVE

Notice of Intention is due to the Vice President for Academic Affairs prior to October 1
(SCEA Contract 5.17.10.1).

According to the S.C.E.A. Contract, under Professional Development/
Sabbatical Leave, Article V, Section 5.17, I intend to apply for a sabbatical
leave as indicated below.

☐ Full Academic Year ____________
☐ Fall ____ or ☐ Spring ____

I have read Section 5.17 in the current contract and I believe I meet the
eligibility requirements.

______________________________  ______________________
Professor's Name (please print)       Date

______________________________
Professor's Signature

Distribution:
White: Vice President for Academic Affairs
Yellow: Administrator
Pink: Instructor
FORM B: PROFESSIONAL DEVELOPMENT / SABBATICAL LEAVE APPLICATION

Application is due to the Vice President for Academic Affairs
no later than the close of business on Friday of second week of November
(SCEA Contract 5.17.10.1.1).

Name (Please print)                     School/Department

Proposed Leave Dates:  From             To                     Eligibility No.

1. Pursuant to SCEA Contract, Section 5.17.1, I hereby request a sabbatical leave, for the following purpose(s):

☐ Scholarly or creative endeavors
☐ Improvement of skills in the discipline being taught.
☐ Retraining in a new discipline
☐ Improvement of teaching skills.
☐ Development of programs and curriculum.

2. Attached is:

• proposed plan relating to the college mission and my assignment, including:
  • pertinent timelines
  • itinerary
  • tangible outcome or product
  • how the leave will improve my professional competence

3. Attached is a statement from my Instructional Administrator or Dean (whichever is applicable) approving (or disapproving) my proposal.

4. I agree to return to regular assignment in the Southwestern Community College District and render service amounting to twice the term of the leave.

In submitting this request for a professional development/sabbatical leave, I am indicating that I have read, understood, and will abide by the leave provisions of the Contract existing between the District and the Southwestern College Education Association. I also understand that Governing Board approval of my application is required.

If I am granted a professional development sabbatical leave, I will carry out the plan as detailed in this application unless I receive prior approval from the Sabbatical Leave Review Committee and the Vice President for Academic Affairs to modify this plan.

I agree to complete all proposed activities and submit a written report, including transcripts where applicable, to the Vice President for Academic Affairs prior to October 1 following my sabbatical.

Sabbatical Leave Form C
Rev 8/07 vh
I understand that my sabbatical report will be accessible to the public via the library.

Signature of Professor ___________________________ Date ___________________________
FORM C: GUIDELINES FOR COMPLETING SABBATICAL LEAVE APPLICATION

Section 5.17.10.1.1 A proposed plan for the Professional Development/Sabbatical Leave shall be submitted in writing to the Vice President for Academic Affairs and the appropriate administrator no later than November 15th of the academic year prior to the year for which the leave is requested. The plan shall provide sufficient information for the evaluation pursuant to Section 5.17.1 (Purpose), 5.17.2 (Criteria), and 5.17.3 (Professional Development Categories).

Instructions: Applications will be evaluated based upon the information presented. It is important that details of all of the proposed activities, the outcomes, and the benefits are listed. If a professional development/sabbatical leave is granted, applicant will be required to complete all proposed activities and submit a written report, including transcripts where applicable, to the Sabbatical Leave Review Committee upon return to duty.

Components of the Sabbatical Leave Application:

1. Form B: PROFESSIONAL DEVELOPMENT/SABBATICAL LEAVE APPLICATION

2. One-paragraph abstract of plan for a sabbatical leave summarizing the proposed activities, the outcomes, and the benefits.

3. Narrative including the following:
   a. The proposed plan and how it relates to the college mission and faculty member’s SWC assignment
   b. Pertinent timelines and itinerary
   c. Tangible outcome or product
   d. How the leave will improve faculty member’s professional competence.
   e. How the findings/outcome of the sabbatical will be disseminated to faculty at SWC
   f. A description of how proposal fits at least one of the following six categories:
      1) Full-time study in residence at an accredited university or college with coursework planned to achieve specific objectives. Full-time study is usually interpreted as:
         a) Minimum of nine graduate semester units (18 units if sabbatical is for one year) or 12 graduate/undergraduate semester units (24 units if sabbatical is for one year) or 15 semester units if all undergraduate courses (30 if sabbatical is for one year). For undergraduate courses, the Review Committee may reduce the number of units in extenuating circumstances.
         b) Coursework planned to meet specific objectives.
      2) Special project or research project with specific objectives or outcomes:
         a) Specific objectives/outcomes are evident and
         b) Outcome product is evident.
      3) Work experience program in business/industry:
         a) Study in "schools" or training programs maintained by business/industry
         b) Work experience (not "job shadowing") in the vocational field and/or discipline of the applicant.
         c) Documentation must be attached.
4) Travel
   a) Travel status for majority or greater than 51% of days of semester or period for which leave is granted
   -and-
   b) Detailed itinerary attached which demonstrates relationship to area of assignment and specific outcome and objectives.

5) Curriculum Planning
   a) Proposal submitted which demonstrates need for revision of courses/program
   -and-
   b) Curriculum project exceeds normal curriculum maintenance required as part of job description and exceeds normal institutionally-sponsored curriculum development programs.

6) Other (Multiple objectives with combinations of categories; e.g., combination of study and travel)
   a) Specific objectives/outcomes are evident
   -and-
   b) Outcome product is evident
   -and-
   c) Relationship to institutional assignment is evident
   -and/or-
   d) Minimum standards or equivalent of "study" category are maintained.
FORM D: GUIDELINES FOR COMPLETING SABBATICAL LEAVE REPORTS

Sabbatical Leave Report is due to the Vice President for Academic Affairs prior to October 1 following sabbatical leave (SCEA Contract 5.17.10.1).

Given that the work accomplished over the duration of a sabbatical varies from person to person and within an individual sabbatical, guidelines for reporting must remain flexible. Section 5.17.14 of the Contract addresses the completion of a Professional Development/Sabbatical Leave report. Upon completion of a Professional Development/Sabbatical Leave, a Bargaining Unit member shall submit a written report to the Vice President for Academic Affairs prior to October 1st of the year of return from leave. The report shall include the original proposal with any approved changes and shall be signed by the Unit member’s School/Division Dean or appropriate administrator. If the purpose of the leave was academic study, official transcripts shall be included. On recommendation of the Vice President for Academic Affairs, the Sabbatical Leave Review Committee shall review and evaluate Professional Development/Sabbatical Leave reports. In the event that a report is found to be unsatisfactory, it will be returned for revisions. If the revision does not satisfy the Committee's objections, it may deny or defer eligibility for future leaves.

In addition, the Sabbatical Leave Review Committee offers guidelines for the required report of accomplishments. The Contract indicates in Section 5.17.11.2 that the Sabbatical Leave Review Committee reviews leave reports from the previous year, including any recommendations from the Superintendent/President concerning those reports. Reports are of great value to fellow faculty members in enhancing their teaching skills, in generating ideas for the classroom and future sabbaticals, in writing reports of future sabbaticals, and are the primary means of evaluating the sabbatical, a responsibility delegated to the committee by the Governing Board. Therefore, the following guidelines are offered for clarification of report format, content, and adherence to the Contract Section 5.17.

Each written report should use a format suitable to its own discipline and should also include:

1. Title page, Table of Contents, and a one-paragraph abstract describing your sabbatical leave.

2. A copy of the approved proposal as an Appendix.

3. A concise description of work over the duration of the sabbatical. This should include schedules with dates.

4. A description of the accomplishments derived from the activities of the sabbatical based upon the objectives of the proposal. In other words, what were the goals of the sabbatical leave, how were they implemented, how were they beneficial for the candidate?

5. A determination of how the accomplishments of the sabbatical leave will benefit the faculty, staff, students, and the District. Institutional plans, accreditation reports, and Discipline Assessment Reports could be helpful in discussing the relationship of the sabbatical work to institutional goals and plans.

6. How the sabbatical leave recipient will communicate information derived from the leave to others and what activities will be undertaken to accomplish this.

7. The report should include any rationale and documentation relating to Section 5.17.13, Revisions of Approved Professional Development Leave, if applicable.

8. Collaborating materials in the appendices, such as resource materials, transcripts, etc., as required by Section 5.17.14 of the Contract.
Faculty Course, Syllabus, and Materials Review Form O
Academic Faculty Online Courses

Faculty:

Course:

School/Center:

Discipline:

All PC and Mac users please note: This form must be opened using Adobe Reader; any forms opened/used in "Preview Mode" will not function properly.

In accordance with evaluation procedures for instructional faculty, the instructor shall provide copies of a course syllabus for each course that the unit member is teaching during the semester of evaluation. The primary purpose of this review is to provide constructive feedback to faculty members regarding their course syllabi and materials. This checklist also provides sample statements regarding college policies to assist faculty members in improving their syllabi, and the DEFT syllabus template is available for use but is not mandatory. Instructors are expected to provide the course syllabus to their students in a welcome letter sent before the class begins or within the college CMS by the first day of the semester.

SYLLABUS:

Satisfactory Needs Work

Faculty contact information: phone, SWC email, Canvas Inbox, campus/virtual office hours, and/or consultation availability and appointment procedure; preferred method of contact and response time stated.

Course description and objectives: either verbatim from the course outline or an abridged version that references the course outline.

Student Learning Outcomes: stated verbatim.

Required and supplementary textbooks and course materials, including ISBNs if available.

Attendance and participation policy (customized for course): *Attendance in an online course is determined by participation in academically-related activities. You will be considered present if there is evidence of your participation in course activities including, but not limited to, submitting an assignment, taking a test, participating in an online discussion, and working in a group. You will be considered absent if there is no evidence of your participation in the academic activities of this course. Students who do not complete the first online assignment or are absent for more than ___ hours (twice the number of hours indicated for the course in the College Catalog) may be dropped.* (For clarity, instructors can convert hours to weeks based on duration of course.)

Instructor-related course policies, including instructor role detailing how Regular Effective Contact will be provided.

Student-related course policies, including late work, netiquette, and behavior/ conduct.

Method of evaluating student progress toward, and achievement of, course objectives, including method by which the final grade is determined.

Calendar of topics, activities, projects, and exams for the semester.
Disability Support Services (DSS) Accommodation Statement (please use verbatim with link): "Southwestern College recommends that students with disabilities or specific learning needs contact their professors during the first two weeks of class to discuss academic accommodations. If a student believes they may have a disability and would like more information, they are encouraged to contact Disability Support Services (DSS) at (619) 482-6512 (voice), (619) 207-4480 (video phone), or email at DSS@swccd.edu. Alternate forms of this syllabus and other course materials are available upon request."

Student Support Services Statement (please use verbatim with links): "Student support services are available both on campus and online. For a complete list of services, including the library, tutoring, and counseling, visit the Student Services and Campus Resources webpage. Free online tutoring is available to all currently enrolled Southwestern College students through SWC's Online Writing Lab (OWL) and the Western eTutoring Consortium. When you have questions about Blackboard/Canvas and online learning at SWC, the Online Learning Center is ready to assist you."

Plagiarism Statement (please use verbatim): "Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks and appropriate documentation." Additional explanation specific to discipline or course may be added.

Optional: Other information which advises students of requirements established by the instructor or department for meeting course objectives or otherwise deemed necessary to inform the students.

COURSE:

The online portion of this course, including grading, is primarily conducted in the college-adopted CMS in order to protect student privacy and verify student identity.

Comments:

Evaluator Signature Date Faculty Signature Date
FACULTY NAME: Select 20

COURSE AND SECTION NUMBER: Select

COURSE TITLE: Select

SCHOOL/SERVICE AREA: DEPARTMENT:

EVALUATOR’S NAME: TITLE:

WEEK OF INSTRUCTION*: # OF ACTIVE STUDENTS:

*a week of instruction or the equivalent, as determined in consultation with the instructor

DIRECTIONS: Every item must contain specific comments including an example to illustrate the evaluator’s point and suggestions for improvement if applicable. Each category includes a concise, descriptive prompt; however, the evaluator’s comments are not limited to those descriptors. Shade the graded evaluation scale in the most relevant numerical area.

OBSERVED WEEK OF INSTRUCTION* AND RELEVANCE TO COURSE OUTLINE:

COURSE MANAGEMENT SYSTEM (CMS) COMPONENTS BEING USED:
Announcements[ ] Discussions[ ] Assignments[ ] Groups[ ]
Quizzes/Tests[ ] Content Pages[ ] Surveys[ ]
Other:

INSTRUCTIONAL TECHNIQUES BEING USED:
Instructor-Created Materials (e.g. video lecture, webinar, document)[ ]
Videos[ ] Class Discussion[ ] Content Collected from Other Sources[ ]
Group Activities (collaborative learning)[ ] Self-Assessment/Reflection[ ]
Other:
Formative Feedback (e.g. assessing learning)[ ]

Select a rating that is most relevant from the drop down box.
8-10 = Strong / 6-7 = Competent / 4-5 = Marginal / 1-3 = Unsatisfactory

GOALS/OBJECTIVES: Select
Objectives for the week are clearly stated in the week of instruction*, are measurable, and connect to course objectives.

COMMENTS:

Check here if continued on Addendum
EXPERTISE IN SUBJECT AREA: Select
Expertise is demonstrated through knowledge of content and effective selection and presentation of materials to facilitate learning. Content authored by the instructor and/or introduction to content collected from other sources demonstrates mastery of subject matter.

COMMENTS:

ORGANIZATION OF WEEK OF INSTRUCTION*: Select
Structure of observed instruction supports student learning through clear organization that is easy to navigate. Content and activities flow in a logical progression, are accessed with minimal clicks, and are clearly labeled and arranged to facilitate student learning.

COMMENTS:

TEACHING METHODOLOGIES: Select
Activities are well suited to the online environment, student centered, and ask students to engage with content to facilitate learning. Technology is used appropriately and effectively.

COMMENTS:
COMMUNICATION AND RAPPORT:  Select
In communication with students, instructor demonstrates respect and professionalism. Instructor provides an opportunity in the CMS for students to ask questions and receive helpful responses.
COMMENTS:

DEVELOPMENT OF A LEARNING COMMUNITY:  Select
Instructor fosters a sense of community in the online classroom through meaningful student-to-student interactions.
COMMENTS:

REGULAR EFFECTIVE CONTACT/INTERACTION:  Select
Instructor initiates interaction with students in the CMS throughout the week to discuss course content and determine that students are comprehending course material and participating regularly. The amount of contact is equivalent to a face-to-face section of the course (i.e. in a 3-unit course, the instructor provides 3 hours of contact). Methods of Regular Effective Contact include participating in online discussions, delivering online lectures or other instructional materials, posting weekly announcements, and giving timely feedback to students.
COMMENTS:
Faculty Name: 
Course: 

OVERALL ACTIVITY OBSERVATION SCALE: Select

SUMMARY EVALUATION: Comments:

Evaluator's Signature: ___________________________ Date: ________

Dean's Signature: ___________________________ Date: ________
Dean's Comments (Optional):
_________________________________________
_________________________________________
_________________________________________

Faculty Signature: ___________________________ Date: ________
Faculty Comments (Optional):
_________________________________________
_________________________________________
_________________________________________