

# **APPENDICES**

**GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT**

**GOVERNING BOARD/  
UNITED FACULTY  
AGREEMENT**

**JULY 1, 2003 - JUNE 30, 2006**

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**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**

Salary Ranges for 10- Month Academic Employees

**2007-2008** with 3% COLA effective July 2007, and an additional 0.8% Ranking effective January 2008

<u>STEP</u>	<u>CLASS I</u>	<u>CLASS II</u>	<u>CLASS III</u>	<u>CLASS IV</u>	<u>CLASS V</u>	<u>CLASS VI</u>	<u>CLASS VII</u>
1	45,439	49,982	52,482	55,106	57,861	60,754	62,273
2	46,620	51,282	53,846	56,538	59,365	62,334	63,892
3	47,832	52,615	55,246	58,008	60,909	63,954	65,553
4	49,076	53,983	56,682	59,517	62,492	65,617	67,257
5	50,352	55,387	58,156	61,064	64,117	67,323	69,006
6	51,661	56,827	59,668	62,652	65,784	69,073	70,800
7	53,004	58,304	61,220	64,281	67,495	70,869	72,641
8	54,382	59,820	62,811	65,952	69,250	72,712	74,530
9	55,796	61,376	64,444	67,667	71,050	74,603	76,468
10	57,247	62,971	66,120	69,426	72,897	76,542	78,456
11	58,735	64,609	67,839	71,231	74,793	78,532	80,496
12	60,262	66,289	69,603	73,083	76,737	80,574	82,588
13	61,829	68,012	71,413	74,983	78,732	82,669	84,736
14	63,437	69,780	73,269	76,933	80,779	84,818	86,939
15	65,086	71,595	75,174	78,933	82,880	87,024	89,199
16					83,323	87,489	89,677
17					83,769	87,957	90,156
18					84,217	88,428	90,639
19					84,668	88,901	91,124
20					85,121	89,377	91,611
21					85,576	89,855	92,101
22					86,034	90,336	92,594
23					86,494	90,819	93,089
24					86,957	91,305	93,587
25					87,422	91,793	94,088
26					87,890	92,284	94,591
27					88,360	92,778	95,097
28					88,833	93,274	95,606
29					89,308	93,773	96,118
30					89,786	94,275	96,632

Academic employees assigned to two extra months of service will be paid at the academic salary schedule, plus 2/10.  
All units considered for placement on the schedule must be from an accredited institution.

**The District reserves the right to increase the salaries of these employees covered by this salary schedule during this school year or any subsequent school year in which this salary schedule may be in effect. This salary schedule will remain in effect until amended or repealed by the Governing Board.**

**EXPLANATION OF CLASS AND STEP PLACEMENT FOR THE 10-MONTH ACADEMIC EMPLOYEES**

The Board of Governors, in conjunction with the Academic Senate for California Community Colleges, has adopted two lists entitled "Disciplines Requiring the Master's Degree" and "Disciplines in which the Master's Degree is not Generally Expected or Available". Full-time academic hires are placed on the salary schedule. GCCCD has adopted an additional list "For Which Professional Certification is Mandated to Maintain License." These lists are as follows:

**EXPLANATION OF CLASSES FOR EMPLOYMENT IN DISCIPLINES REQUIRING THE MASTER'S DEGREE:**

Class I	Members of academic staff not eligible for higher class placement.
Class II	Bachelor's Degree plus 30 semester units* including Master's Degree.
Class III	Bachelor's Degree plus 45 semester units* including Master's Degree.
Class IV	Bachelor's Degree plus 60 semester units* including Master's Degree.
Class V	Bachelor's Degree plus 75 semester units* including Master's Degree.
Class VI	Bachelor's Degree plus 90 semester units* including Master's Degree.
Class VII	Earned Doctorate.

**EXPLANATION OF CLASSES FOR EMPLOYMENT IN "DISCIPLINES IN WHICH THE MASTER'S DEGREE IS NOT GENERALLY EXPECTED OR AVAILABLE":**

Class I	Vocational employees not qualified for higher class placement.
Class II	Associate Degree
Class III	Bachelor's Degree plus 15 semester units*
Class IV	Bachelor's Degree plus 45 semester units*
Class V	Bachelor's Degree plus 45 semester units* including Master's Degree
	Bachelor's Degree plus 75 semester units*
Class VI	Bachelor's Degree plus 60 semester units* including Master's Degree
	Bachelor's Degree plus 90 semester units*
Class VII	Earned Doctorate

**EXPLANATION OF CLASSES FOR EMPLOYMENT IN ALLIED HEALTH "DISCIPLINES IN WHICH THE MASTER'S DEGREE IS NOT GENERALLY EXPECTED OR AVAILABLE", BUT FOR WHICH PROFESSIONAL CERTIFICATION IS MANDATED TO MAINTAIN LICENSE\*\*:**

Class I	Vocational employees not qualified for higher class placement.
Class II	Associate Degree
Class III	Associate Degree plus 15 semester units
Class IV	Associate Degree plus 30 semester units
Class V	Associate Degree plus 45 semester units
Class VI	Associate Degree plus 60 semester units OR Bachelor's Degree
Class VII	Earned Doctorate

\*\*Note: This new placement criteria is only for Allied Health faculty positions and will be reviewed for its appropriateness after June 30, 2009

Employees hired in disciplines which the master's degree is not generally expected may also use any continuing education credit hours which have been completed. One unit credit will be given for every 15 hours of credit instruction for courses which indicate a significant contribution to the discipline for which hired.

\*May include all upper division and graduate semester units and those lower division semester units which make a definite contribution to teaching competence, provided they are earned subsequent to the bachelor's.

**REGULATIONS GOVERNING INITIAL PLACEMENT ON SALARY SCHEDULE:**

**Regulations for Step Placement:**

1. Credit for previous teaching shall be limited to nine (9) years. Each year of full-time teaching or its equivalent allowed shall count for one step on the schedule. Credit will not be given for hourly, part-time, practice, or cadet teaching.
  - a. "Full-time teaching" shall mean employment for at least one (1) academic year of full-time teaching as defined by the former employing educational institution(s). Full-time teaching assignments (equivalent full-time educational experience) with a single employer of 75% or more of an academic year will be counted as one year of teaching experience. Such experience must be that which usually requires certification under California law.
  - b. "Equivalent" shall mean other full-time educational experience as defined by the former employing educational institution(s), e.g., administration, counseling, librarians. Full-time teaching assignments (equivalent full-time educational experience) with a single employer of 75% or more of an academic year will be counted as one year of teaching experience. Such experience must be that which usually requires certification under California law.
2. Normally, one step is allowed for each one year of work experience directly related to the subjects to be taught by an instructor, only one step may be allowed for each two years of experience if the experience is only indirectly related to the teaching responsibilities of the individual. Full-time work experience with a single employer of nine months or more will be counted as one year of work experience.
  - a. Allied Health Instructors shall receive two steps for each year of full time clinical work experience, not to exceed Step 10.
3. Credit for military service in any branch of the U.S. Armed Forces is limited to a maximum of two steps, at the rate of one step for every two years of service. That portion of military service experience directly or indirectly related to the subjects to be taught shall be treated in the same manner as mentioned in item No. 2 above of this schedule.
4. Maximum initial placement shall be on the tenth step. New hires employed as contract faculty members less than 75% of the school year will not receive credit for movement on the salary schedule for that year.

**Regulations for determining two-thirds requirement for Class Placement:**

1. To be eligible for Class II, III, IV, V, and VI placement in disciplines requiring the Master's Degree, an individual must have completed in his/her teaching fields subsequent to the bachelor's degree at least 20 semester units for Class II, 30 semester units for Class III, 40 semester units for Class IV, 50 semester units for Class V, and 60 semester units for Class VI. Course work for professional growth in the depth area (contract discipline) shall be at the upper division or graduate level.
2. Credit received for practice teaching in an individual's teaching field(s) and for education methods courses in his/her teaching field(s) may apply to this requirement.
3. The computation of this two-thirds requirement also shall include those semester units earned before the bachelor's degree in an individual's teaching field(s) which are in addition to 36 semester units for a major and 20 semester units for a minor, because it is evident that these excess units contribute to the objective of the two-thirds rule, namely, depth of preparation in the subject matter of the teaching field(s).



**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**

Salary Ranges for 11- Month Academic Employees

**2007-2008** with 3% COLA effective July 2007, and an additional 0.8% Ranking effective January 2008

<b>STEP</b>	<b>CLASS I</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>CLASS IV</b>	<b>CLASS V</b>	<b>CLASS VI</b>	<b>CLASS VII</b>
1	49,982	54,981	57,730	60,616	63,647	66,829	68,500
2	51,282	56,410	59,231	62,192	65,302	68,567	70,281
3	52,615	57,877	60,771	63,809	67,000	70,350	72,108
4	53,983	59,382	62,351	65,468	68,742	72,179	73,983
5	55,387	60,926	63,972	67,170	70,529	74,055	75,907
6	56,827	62,510	65,635	68,917	72,363	75,981	77,880
7	58,304	64,135	67,342	70,709	74,244	77,956	79,905
8	59,820	65,802	69,092	72,547	76,174	79,983	81,983
9	61,376	67,513	70,889	74,433	78,155	82,063	84,114
10	62,971	69,269	72,732	76,369	80,187	84,196	86,301
11	64,609	71,070	74,623	78,354	82,272	86,385	88,545
12	66,289	72,917	76,563	80,391	84,411	88,632	90,847
13	68,012	74,813	78,554	82,482	86,606	90,936	93,209
14	69,780	76,758	80,596	84,626	88,857	93,300	95,633
15	71,595	78,754	82,692	86,826	91,168	95,726	98,119
16					91,655	96,238	98,644
17					92,146	96,753	99,172
18					92,639	97,271	99,702
19					93,134	97,791	100,236
20					93,633	98,314	100,772
21					94,134	98,840	101,311
22					94,637	99,369	101,853
23					95,144	99,901	102,398
24					95,653	100,435	102,946
25					96,164	100,972	103,497
26					96,679	101,513	104,051
27					97,196	102,056	104,607
28					97,716	102,602	105,167
29					98,239	103,151	105,729
30					98,764	103,703	106,295

All units considered for placement on the salary schedule must be from an accredited institution.

**SALARY LEVELS FOR ALL 11-MONTH CONTRACT POSITIONS**

<b>Title</b>	<b>Salary Level</b>
Alternate Media/High Tech Center Access Specialist	Variable
AmeriCorps-America Reads Program Specialist	Variable
Care/EOPS Program Specialist	Variable
Child Development Resource/Referral CalWORKS Specialist	Variable
Community Service Learning Program Specialist	Variable
Counselor	Variable
Disabled Student Program and Services Specialist	Variable
Foster Care Education Program Specialist	Variable
Industry/Education Counselor - Vocational Program	Variable
Librarian	Variable
Vocational Evaluator	Variable

The District reserves the right to increase the salaries of these employees covered by this salary schedule during this school year or any subsequent school year in which this salary schedule may be in effect. This salary schedule will remain in effect until amended or repealed by the Governing Board.

### **EXPLANATION OF CLASS AND STEP PLACEMENT FOR THE 11-MONTH ACADEMIC EMPLOYEES**

The Board of Governors, in conjunction with the Academic Senate for California Community Colleges, has adopted two lists entitled "Disciplines Requiring the Master's Degree" and "Disciplines in which the Master's Degree is not Generally Expected or Available". Full-time academic hires are placed on the salary schedule as follows:

#### **EXPLANATION OF CLASSES FOR EMPLOYMENT IN DISCIPLINES REQUIRING THE MASTER'S DEGREE:**

Class I	Members of academic staff not eligible for higher class placement.
Class II	Bachelor's Degree plus 30 semester units* including Master's Degree.
Class III	Bachelor's Degree plus 45 semester units* including Master's Degree.
Class IV	Bachelor's Degree plus 60 semester units* including Master's Degree.
Class V	Bachelor's Degree plus 75 semester units* including Master's Degree.
Class VI	Bachelor's Degree plus 90 semester units* including Master's Degree.
Class VII	Earned Doctorate.

#### **EXPLANATION OF CLASSES FOR EMPLOYMENT IN "DISCIPLINES IN WHICH THE MASTER'S DEGREE IS NOT GENERALLY EXPECTED OR AVAILABLE":**

Class I	Vocational employees not qualified for higher class placement.
Class II	Associate Degree
Class III	Bachelor's Degree plus 15 semester units*
Class IV	Bachelor's Degree plus 45 semester units*
Class V	Bachelor's Degree plus 45 semester units* including Master's Degree Bachelor's Degree plus 75 semester units*
Class VI	Bachelor's Degree plus 60 semester units* including Master's Degree
Class VII	Bachelor's Degree plus 90 semester units* Earned Doctorate

Employees hired in disciplines in which a Master's Degree is not generally expected may also use any continuing education credit hours which have been completed. One unit credit will be given for every 15 hours of credit instruction for courses which indicate a significant contribution to the discipline for which hired.

\*May include all upper division and graduate semester units and those lower division semester units which make a definite contribution to teaching competence, provided they are earned subsequent to the Bachelor's Degree.

#### **REGULATIONS GOVERNING INITIAL PLACEMENT ON SALARY SCHEDULE:**

##### **Regulations for Step Placement:**

- Credit for previous teaching shall be limited to nine (9) years. Each year of full-time teaching or its equivalent allowed shall count for one step on the schedule. Credit will not be given for hourly, part-time, practice, or cadet teaching.
  - "Full-time teaching" shall mean employment for at least one (1) academic year of full-time teaching as defined by the former employing educational institution(s). Full-time teaching assignments (equivalent full-time educational experience) with a single employer of 75% or more of an academic year will be counted as one year of teaching experience. Such experience must be that which usually requires certification under California law.
  - "Equivalent" shall mean other full-time educational experience as defined by the former employing educational institution(s), e.g., administration, counseling, librarians. Full-time teaching assignments (equivalent full-time educational experience) with a single employer of 75% or more of an academic year will be counted as one year of teaching experience. Such experience must be that which usually requires certification under California law.
- Normally, one step is allowed for each one year of work experience directly related to the subjects to be taught by an instructor, only one step may be allowed for each two years of experience if the experience is only indirectly related to the teaching responsibilities of the individual. Full-time work experience with a single employer of nine months or more will be counted as one year of work experience.
- Credit for military service in any branch of the U.S. Armed Forces is limited to a maximum of two steps, at the rate of one step for every two years of service. That portion of military service experience directly or indirectly related to the subjects to be taught shall be treated in the same manner as mentioned in item No. 2 above of this schedule.
- Maximum initial placement shall be on the tenth step. New hires employed as contract faculty members less than 75% of the school year will not receive credit for movement on the salary schedule for that year.

##### **Regulations for determining two-thirds requirement for Class Placement:**

- To be eligible for Class II, III, IV, V, and VI placement in disciplines requiring a Master's Degree, an individual must have completed in his/her teaching fields subsequent to the bachelor's degree at least 20 semester units for Class II, 30 semester units for Class III, 40 semester units for Class IV, 50 semester units for Class V, and 60 semester units for Class VI. Course work for professional growth in the depth area (contract discipline) shall be at the upper division or graduate level.
- Credit received for practice teaching in an individual's teaching field(s) and for education methods courses in his/her teaching field(s) may apply to this requirement.
- The computation of this two-thirds requirement also shall include those semester units earned before the Bachelor's Degree in an individual's teaching field(s) which are in addition to 36 semester units for a major and 20 semester units for a minor, because it is evident that these excess units contribute to the objective of the two-thirds rule, namely, depth of preparation in the subject matter of the teaching field(s).

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
PART-TIME INSTRUCTOR AND EXTRA-PAY SALARY SCHEDULE  
2005 – 2006**

<b><u>STEP</u></b>	<b><u>CLASS I</u></b>	<b><u>CLASS II</u></b>
	<b>\$/per .01 LED value</b>	<b>\$/per .01 LED value</b>
1	115.46	127.00
2	118.46	130.30
3	121.54	133.69
4	124.70	137.17
5	127.94	140.73
6	131.27	144.39
7	134.68	148.15
8	138.18	152.00
9	141.77	155.95
10	145.46	160.01
11	149.24	164.17
12	153.12	168.43
13	157.10	172.81
14	161.19	177.31
15	165.38	181.92

Initial salary placements as of November 7, 1995, will be in effect in accordance with the following procedure: Part-time instructors meeting minimum qualifications or the equivalency for the discipline for which hired, as adopted by the Board of Governors and outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, will be placed in Class II. Part-time instructors hired under a course-specific equivalency will be placed in Class I. Documentation verifying that an employee meets minimum qualifications or the equivalency must be received by the Employment Services no later than four (4) weeks from the first day of paid service. If verification is not received by the first day of paid service, initial placement will be at Class I. If verification is received after the four-week deadline, the part-time instructor will not receive a retro-active adjustment and will move to Class II for subsequent salary payments effective with the next employment services/payroll cycles (5th of each month).

For part-time teaching assignments (extra-pay and summer school included) the year will be divided into two halves (July-December, January-June). For a part-time instructor to progress to the next step, they must accumulate teaching credit in two half-years; specifically, part-time instructors must teach at least one unit during two different half-year periods to progress to the next step. Classes that start in one half-year and extend into the next half-year will be counted only in the half-year that they end. This schedule also applies for summer school assignments.

The District reserves the right to increase the salaries of these employees covered by this salary schedule during this school year or any subsequent school year in which this salary schedule may be in effect. This salary schedule will remain in effect until amended or repealed by the Governing Board.

Effective: August 15, 2005  
Board Approval Date: 9/19/2006

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
PART-TIME AND EXTRA PAY ASSIGNMENTS  
2003/2004**

**Only for use in correspondence with provisions of Article 9, Section 9.1.3.**

<b>STEP</b>	<b>CLASS I</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>CLASS IV</b>	<b>CLASS V</b>	<b>CLASS VI</b>	<b>CLASS VII</b>
1	103.08	113.39	119.06	125.01	131.26	137.83	141.27
2	105.76	116.34	122.16	128.26	134.68	141.41	144.95
3	108.51	119.36	125.33	131.60	138.18	145.09	148.71
4	111.33	122.47	128.59	135.02	141.77	148.86	152.58
5	114.23	125.65	131.93	138.53	145.46	152.73	156.55
6	117.20	128.92	135.36	142.13	149.24	156.70	160.62
7	120.24	132.27	138.88	145.83	153.12	160.77	164.79
8	123.37	135.71	142.49	149.62	157.10	164.95	169.08
9	126.58	139.24	146.20	153.51	161.18	169.24	173.47
10	129.87	142.86	150.00	157.50	165.37	173.64	177.98
11	133.25	146.57	153.90	161.59	169.67	178.16	182.61
12	136.71	150.38	157.90	165.80	174.09	182.79	187.36
13	140.27	154.29	162.01	170.11	178.61	187.54	192.23
14	143.91	158.30	166.22	174.53	183.26	192.42	197.23
15	147.65	162.42	170.54	179.07	188.02	197.42	202.36
16					189.03	198.48	203.44
17					190.04	199.54	204.53
18					191.05	200.61	205.62
19					192.08	201.68	206.72
20					193.10	202.76	207.83
21					194.14	203.84	208.94
22					195.18	204.94	210.06
23					196.22	206.03	211.18
24					197.27	207.13	212.31
25					198.33	208.24	213.45
26					199.39	209.36	214.59
27					200.45	210.48	215.74
28					201.53	211.60	216.89
29					202.60	212.73	218.05
30					203.69	213.87	219.22

The District reserves the right to increase the salaries of these employees covered by this salary schedule during this school year or any subsequent school year in which this salary schedule may be in effect. This salary schedule will remain in effect until amended or repealed by the Governing Board.

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**  
**SUBSTITUTE TEACHING BY PART-TIME AND FULL-TIME STAFF**  
**2003/2004**

<u>Step</u>	<u>\$/Per Sub Lecture Hour</u>	<u>\$/Per Sub Lab Hour</u>
1	\$40.80	\$30.69
2	41.86	31.49
3	42.95	32.30
4	44.06	33.14
5	45.21	34.01
6	46.39	34.89
7	47.59	35.80
8	48.83	36.73
9	50.10	37.68
10	51.40	38.66
11	52.74	39.67
12	54.11	40.70
13	55.52	41.76
14	56.96	42.84
15	58.44	43.96

Method of Placement on Scale:

Each two semesters of certificated experience in the Grossmont-Cuyamaca Community College District will qualify the employee for one step advancement on this salary schedule.

This placement method is identical to the Part-Time Certificated Instructor Salary Schedule of the present UF/Board contract. The step for full-time certificated is determined solely by the number of years they have been employed in the District in a certificated position. For part-time, a minimum of a one-unit course taught per each of two semesters determines the step placement. Non-certificated experience service with the District is excluded from this determination. Classified employees' placement on this schedule will be determined by their prior certificated service to the District. However, if a certificated administrator teaches an overload class or substitutes, their step placement is determined by the number of years of certificated service.

The District reserves the right to increase the salaries of these employees covered by this salary schedule during this school year or any subsequent school year in which this salary schedule may be in effect. This salary schedule will remain in effect until amended or repealed by the Governing Board.

Rev. 2/04  
Board Approval Date: 2/24/04

Effective: **August 18, 2003**  
04-0772-001

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

NON-CLASSROOM ACTIVITIES PERFORMED BY PART-TIME AND FULL-TIME STAFF

2003/2004

<u>Step</u>	<u>Per Hour Rate</u>
1	\$ 30.69
2	31.49
3	32.30
4	33.14
5	34.01
6	34.89
7	35.80
8	36.73
9	37.68
10	38.66
11	39.67
12	40.70
13	41.76
14	42.84
15	43.96

**Method of Placement:**

For full-time certificated personnel, the number of years of full-time certificated service. All part-time individuals begin at Step 1. A part-time individual to advance one step on this salary scale must work a minimum of 35 hours during one academic year. (Equivalent to a one lecture unit course for two semesters.) Movement through the steps is limited to one step for each year of minimum service. Part-time individuals who have a step placement rank on the part-time teaching salary schedule, however, shall be given the same step on this schedule.

The District reserves the right to increase the salaries of these employees covered by this salary schedule during this school year or any subsequent school year in which this salary schedule may be in effect. This salary schedule will remain in effect until amended or repealed by the Governing Board.

Board Approval Date: 2/24/04  
Rev. 2/04

Effective: July 1,2003  
04-0773-001

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
NON-CLASSROOM ACTIVITIES PERFORMED BY PART-TIME AND FULL-TIME STAFF  
2003/2004**

**Only for use in correspondence with provisions of Article 9, Section 9.1.3.**

<b>STEP</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>CLASS IV</b>	<b>CLASS V</b>	<b>CLASS VI</b>	<b>CLASS VII</b>
1	30.69	32.22	33.83	35.53	37.30	38.23
2	31.49	33.06	34.71	36.45	38.27	39.23
3	32.30	33.92	35.62	37.40	39.27	40.25
4	33.14	34.80	36.54	38.37	40.29	41.30
5	34.01	35.71	37.49	39.37	41.34	42.37
6	34.89	36.64	38.47	40.39	42.41	43.47
7	35.80	37.59	39.47	41.44	43.51	44.60
8	36.73	38.57	40.49	42.52	44.64	45.76
9	37.68	39.57	41.55	43.62	45.80	46.95
10	38.66	40.60	42.63	44.76	47.00	48.17
11	39.67	41.65	43.73	45.92	48.22	49.42
12	40.70	42.74	44.87	47.12	49.47	50.71
13	41.76	43.85	46.04	48.34	50.76	52.03
14	42.84	44.99	47.24	49.60	52.08	53.38
15	43.96	46.16	48.46	50.89	53.43	54.77
16				51.16	53.72	55.06
17				51.43	54.00	55.35
18				51.71	54.29	55.65
19				51.98	54.58	55.95
20				52.26	54.88	56.25
21				52.54	55.17	56.55
22				52.82	55.46	56.85
23				53.11	55.76	57.16
24				53.39	56.06	57.46
25				53.68	56.36	57.77
26				53.96	56.66	58.08
27				54.25	56.96	58.39
28				54.54	57.27	58.70
29				54.83	57.58	59.01
30				55.13	57.88	59.33

The District reserves the right to increase the salaries of these employees covered by this salary schedule during this school year or any subsequent school year in which this salary schedule may be in effect. This salary schedule will remain in effect until amended or repealed by the Governing Board.

Rev. 2/04  
Board Approval Date: 2/24/04

Effective 7/1/03  
04-0774-001

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**

**COACHING STIPENDS**

Baseball	\$ 4000
Basketball	4000
Badminton	3000
Cross Country	3000
Football Head Coach	4000
Golf	3000
Soccer	3000
Softball	4000
Swimming	3000
Tennis	3000
Track Head Coach	4000
Volleyball	3000
Water Polo	3000

Rev. 2/04  
Board Approval Date: 2/24/04

Effective Date 9/5/01

04-0775-001



**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**

**BENEFITS**

1. No changes to employee benefits for Kaiser, Delta Dental, Safeguard Dental, Long-term Disability, Life Insurance and the Employee Assistance Program (EAP).
2. Changes to the GCCCD Direct Health Plan are summarized as follows. (Refer to the 2004 GCCCD Plan document for detailed plan descriptions):

Sharp Network Providers Co-pay - \$15 primary physician office visit/\$25 specialist office visit.

CCN Network Providers Co-pay - \$30 primary physician office visit/\$50 specialist office visit.

CCN Network Providers and Out-of-Network Providers - \$750 per person annual deductible / \$2,250 per family unit annual deductible.

Prior authorization for chiropractic visits beyond 20 per year up to a total annual maximum of 40 visits.

3. No duplication of coverage—An employee may not be covered in GCCCD plans as an employee or retiree and at the same time be covered as an eligible dependent of an employee or retiree. An employee may not be covered in more than one category. Employees who are also dependents of other employees or are dependents who become eligible as an employee, must elect to be enrolled as a dependent or elect to be covered as an employee in the other plan. For example, if a dependent of an employee is covered under the Direct Health plan and then they become eligible for coverage as an employee, they may remain a dependent in Direct Health or enroll in Kaiser as an employee.

Dependents of employees or retirees may not be covered by more than one employee's plan.

4. Part-time employee Alternative Retirement (PEAR) Plan

For those part-time academic employees who are not members of STRS or PERS, the employee will be mandatorily enrolled in the PEAR Plan. The contribution rate is 3.75% with the District matching at the same percentage. Your contribution is tax deferred. Vesting is immediate upon the first day at work. A summary plan description of the Pear Plan is available in the Risk/Benefits office.

5. Retiree Coverage

- a. Retirees and dependents in HMO service areas will be covered by either Kaiser or GCCCD Direct Health.
- b. Retirees and dependents outside the HMO service areas will be covered by either Kaiser or GCCCD Direct Health.

- c. Retirees residing outside the service areas may change from Kaiser to GCCCD Direct Health during the open enrollment period.
4. "Opting out" of District medical and dental coverage:
- a. No active employees or dependents will be permitted to "opt-out" of District coverage.
  - b. Retirees under the age of 65 (payments to be made in January and July):
    - 1) Retirees residing outside of the United States will receive a payment equal to 77% of the monthly premium for the least costly health plan offered to staff for a single party or a payment equal to 77% of the monthly premium for the least costly health plan offered to staff for a retiree and their spouse in lieu of direct coverage.
    - 2) Other retirees may "opt-out" from medical coverage and receive a payment equal to 77% of the monthly premium for the least costly health plan offered to staff for a single party or both the retiree and their spouse may "opt-out" and receive a payment equal to 77% of the monthly premium for the least costly health plan offered to staff. Retirees who "opt-out" with alternate insurance will be permitted to return the first month following proof of loss of the alternate insurance.

GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT

PEER/MANAGER  
INSTRUCTOR EVALUATION FORM

Instructor \_\_\_\_\_ Course \_\_\_\_\_ Date \_\_\_\_\_

Evaluation statement prepared by: \_\_\_\_\_

Categories for evaluation are based on the official *Job Description* and include the following:

- Command of subject matter
- Communication of subject matter
- Preparation for class
- Relationship of content to course objectives
- Effectiveness of teaching approach used
- Responsiveness to students
- Availability to students
- Learning climate created
- Awareness of student differences
- Evidence of professional growth
- Quality of professional relationships
- Related duties as specified in the official *Job Description*

COMMENTS

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The instructor meets the standards for employment at this institution.

Strongly Agree    5            4            3            2            1    Strongly disagree

**RECOMMENDATIONS**

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Evaluator

\_\_\_\_\_  
Date

GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT

PEER/MANAGER  
INSTRUCTOR EVALUATION FORM

(Used when the assignment includes an Intercollegiate Athletics' Class)

Instructor: \_\_\_\_\_ Course : \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation statement prepared by: \_\_\_\_\_

Categories for evaluation are based on the official *Job Description* and include the following:

CLASSROOM INSTRUCTION	INTERCOLLEGIATE ATHLETICS
Command of subject matter Communication of subject matter Preparation for class Relationship of content to course objectives Teaching methods used Responsiveness to students Availability to students Learning climate created Awareness of student differences Evidence of professional growth Quality of professional relationships Related duties as specified in the official <i>Job Description</i>	Command of Subject matter Active participation in recruiting process, and transfer to four-year institutions Evidence of discipline in players' behavior and performances Knowledge of local and state regulations and district procedures and policies related to athletics Selection and supervision of assistant coaches Assisting student athletes in their academic progress Creating and monitoring sport schedules and budget Working with Athletic director and promoting fund raising activities Quality of communication with college staff, media, and community at large Effectiveness of coaching methods and communication; responsiveness of athletes Adhere to the duties of the head coach as outlined in the college Coach's Handbook Adhere to professional standards of coaching and ethical codes of behavior as outlined in college catalog

COMMENTS

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Governing Board Approved: 2/24/04

(Used when the assignment includes an Intercollegiate Athletics' Class)

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The instructor meets the standards for employment at this institution.

Strongly Agree    5            4            3            2            1    Strongly disagree

**RECOMMENDATIONS**

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\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

Instructor \_\_\_\_\_ Class \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT EVALUATION INSTRUCTION FORM -GROSSMONT COLLEGE**

Grossmont College is required to evaluate all instructors periodically. Because student input is regarded as a valuable part of an instructor's evaluation, the college requests your participation in evaluating your instructor. Your instructor will not be in the room while you complete the evaluation.

We are distributing a scantron form with the evaluation questions printed on the form. If this class has no lab portion, complete only the first side of the scantron, questions 1-25. If this class has a lab portion, please complete both sides of the scantron, questions 1-31. There may be additional questions preprinted on the scantron that the department would like you to answer. These questions will begin with number 33; leave item 32 blank.

Do not put your name on the scantron form, but please do complete instructor name, class, section number and date in the spaces at the top of the scantron form. Use a number 2 pencil to bubble in the responses on a 5-point scale that best describe your opinions about the class. "5" indicates that you strongly **agree** with the statement and "1" means that you strongly **disagree** with the statement. 4, 3, and 2 represent lesser degrees of agreement or disagreement. If you have no opinion about a particular statement, do not mark anything. In addition, you will have the opportunity to write comments about your instructor on the bottom of these instructions. Do not put your name on this sheet, either, but enter the class identification information at the top of the sheet as you did on the scantron. Please write as clearly as possible so there will be no errors in transcribing your statements. The instructor will not see your handwritten comments but will receive a typed transcription of all the student comments after grades have been submitted at the end of the semester.

When you have finished, turn in both sheets. They will be placed in an envelope and taken directly to the faculty evaluation office by someone other than the instructor.

Thank you for participating in this process. By thoughtfully participating in this process you are making an important contribution to the quality and excellence at Grossmont College.

**COMMENTS**  
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Instructor \_\_\_\_\_ Class \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT EVALUATION INSTRUCTIONS FORM -CUYAMACA COLLEGE**

Cuyamaca College is required to evaluate all instructors periodically. Because student input is regarded as a valuable part of an instructor’s evaluation, the college requests your participation in evaluating your instructor. Your instructor will not be in the room while you complete the evaluation.

We are distributing a scantron form with the evaluation questions printed on the form. If this class has no lab portion, complete only the first side of the scantron, questions 1-25. If this class has a lab portion, please complete both sides of the scantron, questions 1-31. There may be additional questions preprinted on the scantron that the department would like you to answer. These questions will begin with number 33; leave item 32 blank.

Do not put your name on the scantron form, but please do complete instructor name, class, section number and date in the spaces at the top of the scantron form. Use a number 2 pencil to bubble in the responses on a 5-point scale that best describe your opinions about the class. “5” indicates that you strongly **agree** with the statement and “1” means that you strongly **disagree** with the statement. 4, 3, and 2 represent lesser degrees of agreement or disagreement. If you have no opinion about a particular statement, do not mark anything. In addition, you will have the opportunity to write comments about your instructor on the bottom of these instructions. Do not put your name on this sheet, either, but enter the class identification information at the top of the sheet as you did on the scantron. Please write as clearly as possible so there will be no errors in transcribing your statements. The instructor will not see your handwritten comments but will receive a typed transcription of all the student comments after grades have been submitted at the end of the semester.

When you have finished, turn in both sheets. They will be placed in an envelope and taken directly to the faculty evaluation office by someone other than the instructor.

Thank you for participating in this process. By thoughtfully participating in this process you are making an important contribution to the quality and excellence at Cuyamaca College.

**COMMENTS**  
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**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**

**PEER/MANAGER**  
**VOCATIONAL EVALUATOR**  
**EVALUATION FORM**

Vocational Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Evaluation statement prepared by: \_\_\_\_\_

Categories for evaluation are based on the official *Job Description* and include the following:

- Participates in appropriate Leadership & Economic Development Institute and East County Career Center staff meetings and committees.
- Researches and implements vocational assessment instruments that assist clients in making career choices.
- Develops and implements new work samples for vocational evaluation.
- Meets all contract or project goals.
- Coordinates program activities in collaboration with East County Career Center.
- Oversights of day-to-day operations of Assessment Center are efficient and effective.
- Maintains accurate program outcome tracking, and prepares and submits reporting per constituency guidelines.
- Communicates efficiently and effectively with Leadership & Economic Development Institute contract manager.
- Conducts all program activities within contract regulations and guidelines.
- Operates within program budget.

The peer/manager observation shall be administered during an hour-long observation while the candidate is in a student contact setting. The overall peer/manager review shall focus on the criteria noted on the peer/manager evaluation. For tenure track, there will be two (2) and one (1) manager evaluation and for part-time and regular faculty, one (1) peer and one (1) manager evaluation.

**COMMENTS**

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The Vocational Evaluator meets the standards for employment at this institution

Strongly Agree    5    4    3    2    1    Strongly Disagree

**RECOMMENDATIONS**

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\_\_\_\_\_  
EVALUATOR

\_\_\_\_\_  
DATE

## **IMPLEMENTATION GUIDELINES FOR STUDENT COMPONENT FOR VOCATIONAL EVALUATOR**

The students will be given the regular student evaluation to be completed. If the Vocational Evaluator, as part of their regular assignment, is assigned to a credit class, the evaluation should be administered as directed on the form.

Student evaluations shall also be collected from eligible students currently being served by the Vocational Evaluator during a four-week review period. Personnel at the front desk shall give the patron a student evaluation form after they have seen the Vocational Evaluator. The personnel at the front desk will collect the evaluations and place them in a confidential folder until processed.

Students seen by the Vocational Evaluator, in a non-instructional setting, during the four-week observation period will only respond to the following supplemental questions in the supplemental question section of the student questionnaire:

33. My assessment is conducted in a timely manner and on time per my appointment..
34. My assessment is helpful for me in making career decisions.
35. Overall, in my opinion, the Vocational Evaluator is effective in this process.

The peer/manager observation shall be administered during an hour-long observation while the Vocational Evaluator is in a non-instructional setting. The overall peer/manager review shall focus on the criteria noted on the peer/manager evaluations.

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**

**PEER/MANAGER  
LIBRARIAN  
EVALUATION FORM**

Librarian: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation statement prepared by: \_\_\_\_\_

Categories for evaluation are based on the official *Job Description* and include the following:

- Command of library procedures and materials
- Communication of library methodologies (materials use and search strategies)
- Knowledge of relationship of content to student needs
- Effectiveness of techniques used in reference interviews
- Responsiveness to students
- Reference service climate created
- Awareness of student needs and differences
- Quality of professional relationships
- Effectiveness of teaching methods used
- Evidence of professional growth
- Related duties as specified in the official *Job Description*

The peer/manager observation shall be administered during an hour-long observation while the candidate is at the reference desk, during a library orientation session, or during a classroom observation. The overall peer/manager review shall focus on the criteria noted on the peer/manager evaluation. For tenure track, there will be two (2) peers and one (1) manager evaluation, and for part-time and regular faculty, one (1) peer and one (1) manager evaluation.

**COMMENTS**

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**COMMENTS:**


The Librarian meets the standards for employment at this institution

Strongly Agree    5    4    3    2    1    Strongly Disagree

**RECOMMENDATIONS**

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\_\_\_\_\_ EVALUATOR

\_\_\_\_\_ DATE

**IMPLEMENTATION GUIDELINES FOR STUDENT COMPONENT FOR  
REFERENCE SERVICE EVALUATION**

**This page is under development.**

**Librarian:** \_\_\_\_\_ **Location:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**STUDENT EVALUATION INSTRUCTIONS FOR LIBRARIAN**

The District is required to evaluate all Librarians periodically. Because student input is regarded as a valuable part of a Librarian’s evaluation, the College requests your participation in evaluating your Librarian. Your Librarian will not be in the room while you complete the evaluation.

**If you are meeting with the Librarian in a class setting:**

We are distributing a scantron form with the evaluation questions printed on the form. If this class has no lab portion, complete only the first side of the scantron, questions 1-25. If this class has a lab portion, please complete both sides of the scantron, questions 1-31. There may be additional questions preprinted on the scantron that the department would like you to answer. These questions will begin with number 33; leave item 32 blank. When you have finished, turn in both sheets. They will be placed in an envelope and taken directly to the faculty evaluation office by someone other than the librarian.

**If you are utilizing Reference Services:**

You will be given a scantron form after utilizing Reference Services with evaluation questions printed on the form. Answer ONLY questions 33 through 40 on the reverse side of the form. You may enter comments in the comments section. Return the completed form to the circulation desk.

Do not put your name on the scantron form, but please do complete instructor’s name, class, section number and date in the spaces at the top of the scantron form. Use a number 2 pencil to bubble in the responses on a 5-point scale that best describe your opinions about the class. “5” indicates that you strongly **agree** with the statement and “1” means that you strongly **disagree** with the statement. 4, 3, and 2 represent lesser degrees of agreement or disagreement. If you have no opinion about a particular statement, do not mark anything. In addition, you will have the opportunity to write comments about your librarian on the bottom of these instructions. Do not put your name on this sheet, but enter the class identification information at the top of the sheet as you did on the scantron. Please write as clearly as possible so there will be no errors in transcribing your statements. The instructor will not see your handwritten comments, but will receive a typed transcription of all the student comments after grades have been submitted at the end of the semester.

Thank you for participating in this process. By thoughtfully participating in this process, you are making an important contribution to the quality and excellence at our College.

**COMMENTS**

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**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**

**PEER/MANAGER  
COUNSELOR  
EVALUATION FORM**

Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation statement prepared by: \_\_\_\_\_

Categories for evaluation are based on the official *Job Description* and include the following:

- Command of counseling/problem solving skills
- Communication of correct and accurate information
- Preparation for counseling sessions
- Effectiveness of counseling approach used
- Ability to relate knowledge to students' needs
- Responsiveness to students
- Availability to students
- Counseling session climate created
- Awareness of student differences
- Evidence of professional growth
- Quality of professional relationships
- Related duties as specified in the official *Job Description*

The peer/manager observation shall be administered during a classroom observation or an hour-long observation of counseling/advising. A single counseling appointment or several appointments may be observed during the one-hour period. The overall peer/manager review shall focus on the criteria noted on the peer/manager evaluation. For tenure track, there will be two (2) peers and (1) manager evaluation, and for part-time and regular faculty, there will be one (1) peer and one (1) manager evaluation.

**COMMENTS**

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**COMMENTS:**


The Counselor meets the standards for employment at this institution

Strongly Agree      5      4      3      2      1      Strongly Disagree

**RECOMMENDATIONS**

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EVALUATOR

\_\_\_\_\_

DATE

**Counselor:** \_\_\_\_\_ **Location:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**STUDENT EVALUATION INSTRUCTIONS FOR COUNSELOR**

The District is required to evaluate all Counselors periodically. Because student input is regarded as a valuable part of a Counselor's evaluation, the College requests your participating in evaluating your Counselor. Your Counselor will not be in the room while you complete the evaluation.

We are distributing a scantron form with the evaluation questions printed on the form. If this class has no lab portion, complete only the first side of the scantron, questions 1-25. If this class has a lab portion, please complete both sides of the scantron, questions 1-31. There may be additional questions preprinted on the scantron that the department would like you to answer. These questions will begin with number 33; leave item 32 blank.

Do not put your name on the scantron form, but please do complete instructor's name, class, section number and date in the spaces at the top of the scantron form. Use a number 2 pencil to bubble in the responses on a 5-point scale that best describe your opinions about the class. "5" indicates that you strongly **agree** with the statement and "1" means that you strongly **disagree** with the statement. 4, 3, and 2 represent lesser degrees of agreement or disagreement. If you have no opinion about a particular statement, do not mark anything. In addition, you will have the opportunity to write comments about your instructor on the bottom of these instructions. Do not put your name on this sheet, but enter the class identification information at the top of the sheet as you did on the scantron. Please write as clearly as possible so there will be no errors in transcribing your statements. The instructor will not see your handwritten comments, but will receive a typed transcription of all the student comments after grades have been submitted at the end of the semester.

When you have finished, turn in both sheets. They will be placed in an envelope and taken directly to the faculty evaluation office by someone other than the instructor.

Thank you for participating in this process. By thoughtfully participating in this process, you are making an important contribution to the quality and excellence at our College.

**COMMENTS**

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**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**

**PEER/MANAGER  
DSP&S SPECIALIST/COUNSELOR  
EVALUATION FORM**

Counselor/Specialist: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation statement prepared by: \_\_\_\_\_

Categories for evaluation are based on the official *Job Description* and include the following:

- Problem solving ability.
- Communication of accurate information with regard to services and disability related accommodations.
- Responsiveness to students.
- Availability to students.
- Knowledge of program support services.
- Sensitivity to individual needs of diverse students with disabilities.
- Evidence of professional growth.
- Quality of professional relationships.
- Ability to identify and document eligibility for services.
- Related duties as specified in the official Job Description.

The peer/manager observation shall be administered during a classroom observation or an hour-long observation of counseling/advising. A single counseling/advising or several appointments may be observed during the one-hour period. The overall peer/manager review shall focus on the criteria noted on the peer/manager evaluation. For tenure track, there will be two (2) peer and one (1) manager evaluation and for part-time and regular faculty, one (1) peer and one (1) manager evaluation.

**COMMENTS**


**COMMENTS:**

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The Specialist/Counselor meets the standards for employment at this institution

Strongly Agree    5    4    3    2    1    Strongly Disagree

**RECOMMENDATIONS**

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\_\_\_\_\_  
EVALUATOR

\_\_\_\_\_  
DATE

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**  
**IMPLEMENTATION GUIDELINES FOR STUDENT COMPONENT FOR**  
**DSP&S SPECIALIST/COUNSELOR**

The students will be given the regular student evaluation to be completed. If the Specialist/Counselor as part of their regular assignment, is assigned to a credit class, the evaluation should be administered as directed on the form.

Student evaluations shall also be collected from eligible students currently using DSP&S services. This will occur for the duration of two weeks for the Specialist/Counselor being evaluated. Personnel at the front desk shall give the patron a student evaluation form after they have seen the Specialist/Counselor. The personnel at the front desk will collect the evaluations and place them in a confidential folder until processed.

Students seen by the Specialist/Counselor in a non-instructional setting during the four-week observation period will only respond to the following supplemental questions in the supplemental question section of the student questionnaire:

33. The Specialist/Counselor was considerate.
34. The Specialist/Counselor was a good listener.
35. The Specialist/Counselor was interested in my issues and concerns.
36. The Specialist/Counselor was knowledgeable in addressing issues related to my disability.
37. The Specialist/Counselor told me about services available.
38. Overall this section was valuable.

The peer/manager observation shall be administered during a classroom observation or an hour-long observation of counseling/advising. A single counseling appointment or several appointments may be observed during the one-hour period. The overall peer/manager review shall focus on the criteria noted on the peer/manager evaluations.

**Specialist/Counselor:** \_\_\_\_\_ **Location:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**STUDENT EVALUATION INSTRUCTIONS FOR SPECIALIST/COUNSELOR**

The District is required to evaluate all Specialist/Counselors periodically. Because student input is regarded as a valuable part of a Counselor’s evaluation, the College requests your participating in evaluating your Specialist/Counselor. Your Specialist/Counselor will not be in the room while you complete the evaluation.

We are distributing a scantron form with the evaluation questions printed on the form. If this class has no lab portion, complete only the first side of the scantron, questions 1-25. If this class has a lab portion, please complete both sides of the scantron, questions 1-31. There may be additional questions preprinted on the scantron that the department would like you to answer. These questions will begin with number 33; leave item 32 blank.

Do not put your name on the scantron form, but please do complete instructor’s name, class, section number and date in the spaces at the top of the scantron form. Use a number 2 pencil to bubble in the responses on a 5-point scale that best describe your opinions about the class. “5” indicates that you strongly **agree** with the statement and “1” means that you strongly **disagree** with the statement. 4, 3, and 2 represent lesser degrees of agreement or disagreement. If you have no opinion about a particular statement, do not mark anything. In addition, you will have the opportunity to write comments about your Specialist/Counselor on the bottom of these instructions. Do not put your name on this sheet, but enter the class identification information at the top of the sheet as you did on the scantron. Please write as clearly as possible so there will be no errors in transcribing your statements. The Specialist/Counselor will not see your handwritten comments, but will receive a typed transcription of all the student comments after grades have been submitted at the end of the semester.

When you have finished, turn in both sheets. They will be placed in an envelope and taken directly to the faculty evaluation office by someone other than the Specialist/Counselor.

Thank you for participating in this process. By thoughtfully participating in this process, you are making an important contribution to the quality and excellence at our College.

**COMMENTS**

**(continue on back if more space is needed)**

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**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**

**IMPLEMENTATION GUIDELINES FOR FOR**

**PEER MANAGER COMPONENT**

**FOSTER CARE EDUCATION PROGRAM SPECIALIST**

The peer/manager observation shall be administered during a workshop observation or an hour-long observation of Foster Care Education Program Specialist. A single appointment or several appointments may be observed during the one-hour period. The overall peer/manager review shall focus on the criteria noted on the peer/manager evaluations.

**IMPLEMENTATION GUIDELINES FOR STUDENT COMPONENT FOR**

**FOSTER CARE EDUCATION PROGRAM SPECIALIST**

The workshop participants will be given the regular student evaluation to be completed and the evaluation should be administered as directed on the form.

This will occur for the duration of two weeks for the Foster Care Education Program Specialist being evaluated. Personnel at the registration desk shall give the patron a student evaluation form as they register and attend a workshop presented by the Foster Care Education Program Specialist. The personnel at the registration desk will collect the evaluations and place them in a confidential folder until processed.

Please answer numbers 1-15 on the Student Evaluation Instrument. Leave numbers 16-32 blank. Continue to answer questions 33 -36.

Patrons seen by the Foster Care Education Program Specialist in a **non-instructional setting** during the four-week observation period will only respond to the following supplemental questions in the supplemental question section of the student questionnaire:

- 33. The instructor increased my knowledge about children in the foster care system.
- 34. The instructor demonstrated effective team teaching skills.
- 35. The instructor uses a variety of teaching methods to explain the subject.
- 36. The instructor seems to understand the issues faced by children in the foster care system.

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
STUDENT INSTRUCTOR EVALUATION FORM  
FOSTER CARE EDUCATION PROGRAM SPECIALIST**

Please circle your choice below:						
<b>Strongly agree</b>				<b>Strongly disagree</b>		Instructor: _____ Class: _____ Section: _____ Date: _____
5	4	3	2	1		1. The clarity and audibility of the instructor's speech are excellent.
5	4	3	2	1		2. The instructor's presentation often causes me to think in depth about this subject.
5	4	3	2	1		3. The instructor provides adequate opportunities for me to ask questions.
5	4	3	2	1		4. The instructor is teaching the course material or skills clearly.
5	4	3	2	1		5. The instructor seems to be well prepared.
5	4	3	2	1		6. The instructor seems to care about my learning
5	4	3	2	1		7. The course appears to have been carefully planned.
5	4	3	2	1		8. Course objectives are being achieved.
5	4	3	2	1		9. During the term, I look forward to attending this workshop.
5	4	3	2	1		10. Course objectives have been expressed clearly
5	4	3	2	1		11. I am learning the course material.
5	4	3	2	1		12. Overall, I rate this instructor an excellent teacher.
5	4	3	2	1		13. The instructor is willing to entertain opposing viewpoints.
5	4	3	2	1		14. The instructor seems to respect students.
5	4	3	2	1		15. The textbook materials contribute to my understanding of the subject.
5	4	3	2	1		16.
5	4	3	2	1		17.
5	4	3	2	1		18.
5	4	3	2	1		19. .
5	4	3	2	1		20.
5	4	3	2	1		21.
5	4	3	2	1		22. .
5	4	3	2	1		23. .
5	4	3	2	1		24.
5	4	3	2	1		25.



**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
STUDENT INSTRUCTOR EVALUATION FORM  
FOSTER CARE EDUCATION PROGRAM SPECIALIST**

Please circle your choice below:						If the class has a laboratory, please respond to items 26-31.
Strongly agree		Strongly disagree				
5	4	3	2	1		26.
5	4	3	2	1		27.
5	4	3	2	1		28.
5	4	3	2	1		29.
5	4	3	2	1		30.
5	4	3	2	1		31.
5	4	3	2	1		<b>Items 33-36 are supplied by instructor's department; leave 32 blank</b>
5	4	3	2	1		33. The instructor increased my knowledge about children in the foster care system.
5	4	3	2	1		34. The instructor demonstrated effective team teaching skills.
5	4	3	2	1		35. The instructor uses a variety of teaching methods to explain the subject.
5	4	3	2	1		36. The instructor seems to understand the issues faced by children in the foster care system.
5	4	3	2	1		
5	4	3	2	1		.
5	4	3	2	1		
5	4	3	2	1		
5	4	3	2	1		
5	4	3	2	1		
5	4	3	2	1		
5	4	3	2	1		
5	4	3	2	1		
5	4	3	2	1		
5	4	3	2	1		
5	4	3	2	1		

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
STUDENT INSTRUCTOR EVALUATION FORM**

Please circle your choice below:						
<b>Strongly agree</b>				<b>Strongly disagree</b>		Instructor: _____ Class: _____ Section: _____ Date: _____
5	4	3	2	1		1. The clarity and audibility of the instructor's speech are excellent.
5	4	3	2	1		2. The content of the assignments contribute to my understanding of the subject.
5	4	3	2	1		3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.
5	4	3	2	1		4. The instructor's presentation often causes me to think in depth about this subject.
5	4	3	2	1		5. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.
5	4	3	2	1		6. The instructor provides adequate opportunities for me to ask questions.
5	4	3	2	1		7. The instructor is teaching the course material or skills clearly.
5	4	3	2	1		8. The instructor seems to be well prepared.
5	4	3	2	1		9. The instructor seems to care about my learning.
5	4	3	2	1		10. The course appears to have been carefully planned.
5	4	3	2	1		11. Course objectives are being achieved.
5	4	3	2	1		12. During the term, I look forward to attending this class.
5	4	3	2	1		13. Course objectives have been expressed clearly.
5	4	3	2	1		14. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).
5	4	3	2	1		15. I am learning the course material.
5	4	3	2	1		16. The out-of-class assignments are challenging.
5	4	3	2	1		17. Overall, I rate this instructor an excellent teacher.
5	4	3	2	1		18. Examinations cover materials or skills emphasized in the class.
5	4	3	2	1		19. The time allowed to complete written exams is adequate.
5	4	3	2	1		20. Examination questions are phrased clearly.
5	4	3	2	1		21. The instructor has been able to help me outside of class.
5	4	3	2	1		22. The instructor is willing to entertain opposing viewpoints.
5	4	3	2	1		23. The instructor seems to respect students.
5	4	3	2	1		24. The instructor returns materials in a timely manner.
5	4	3	2	1		25. The textbooks contribute to my understanding of the subject

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
STUDENT INSTRUCTOR EVALUATION FORM**

Please circle your choice below:			<b>If the class has a laboratory, please respond to items 26-31.</b>			
<b>Strongly agree</b>		<b>Strongly disagree</b>				
5	4	3	2	1		26. The clinical experiences, or laboratory, meet my learning needs for this course.
5	4	3	2	1		27. The instructor explains or illustrates laboratory or clinical techniques clearly.
5	4	3	2	1		28. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.
5	4	3	2	1		29. The laboratory contributes to my understanding of the subject.
5	4	3	2	1		30. The laboratory manual adequately explains the procedures to be followed in the laboratory.
5	4	3	2	1		31. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory.
5	4	3	2	1		<b>32. Items 33-45 are supplied by instructor's department; leave 32 blank</b>
5	4	3	2	1		33.
5	4	3	2	1		34.
5	4	3	2	1		35.
5	4	3	2	1		36.
5	4	3	2	1		37.
5	4	3	2	1		38.
5	4	3	2	1		39.
5	4	3	2	1		40.
5	4	3	2	1		41.
5	4	3	2	1		42.
5	4	3	2	1		43.
5	4	3	2	1		44.
5	4	3	2	1		45.
5	4	3	2	1		
5	4	3	2	1		
5	4	3	2	1		
5	4	3	2	1		

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**  
**STUDENT INSTRUCTOR EVALUATION FORM ON-LINE**

Please circle your choice below:						
<b>Strongly agree</b>				<b>Strongly disagree</b>		Instructor: _____ Class: _____ Section: _____ Date: _____
5	4	3	2	1		1. The content of the assignments contribute to my understanding of the subject.
5	4	3	2	1		2. The requirements of the course (projects, papers, exams, etc.) were explained adequately.
5	4	3	2	1		3. The instructor's presentation often causes me to think in depth about this subject.
5	4	3	2	1		4. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.
5	4	3	2	1		5. The instructor is receptive to questions and responds promptly.
5	4	3	2	1		6. The instructor is teaching the course material or skills clearly.
5	4	3	2	1		7. The instructor seems to be well prepared.
5	4	3	2	1		8. The instructor seems to care about my learning.
5	4	3	2	1		9. The course appears to have been carefully planned.
5	4	3	2	1		10. Course objectives are being achieved.
5	4	3	2	1		11. Course objectives have been expressed clearly.
5	4	3	2	1		12. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).
5	4	3	2	1		13. I am learning the course material.
5	4	3	2	1		14. The assignments are challenging.
5	4	3	2	1		15. Overall, I rate this instructor an excellent teacher.
5	4	3	2	1		16. Examinations cover materials or skills emphasized in the class
5	4	3	2	1		17. The time allowed to complete written exams is adequate.
5	4	3	2	1		18. Examination questions are phrased clearly.
5	4	3	2	1		19. The instructor is willing to entertain opposing viewpoints.
5	4	3	2	1		20. The instructor seems to respect students.
5	4	3	2	1		21. The instructor returns materials in a timely manner.
5	4	3	2	1		22. The materials contribute to my understanding of the subject.

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**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
STUDENT INSTRUCTOR EVALUATION FORM- ON-LINE**

Please circle your choice below:					If the class has a laboratory, please respond to items 23-28.
Strongly agree			Strongly disagree		
5	4	3	2	1	23. The clinical experiences, or laboratory, meet my learning needs for this course.
5	4	3	2	1	24. The instructor explains or illustrates laboratory or clinical techniques clearly.
5	4	3	2	1	25. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.
5	4	3	2	1	26. The laboratory contributes to my understanding of the subject.
5	4	3	2	1	27. The laboratory manual adequately explains the procedures to be followed in the laboratory.
5	4	3	2	1	28. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory.
5	4	3	2	1	<b>29. Items 30-43 are supplied by instructor's department; leave 29 blank</b>
5	4	3	2	1	30
5	4	3	2	1	31
5	4	3	2	1	32
5	4	3	2	1	33.
5	4	3	2	1	34.
5	4	3	2	1	35.
5	4	3	2	1	36.
5	4	3	2	1	37.
5	4	3	2	1	38.
5	4	3	2	1	39.
5	4	3	2	1	40.
5	4	3	2	1	41.
5	4	3	2	1	42.
5	4	3	2	1	43.
5	4	3	2	1	44.
5	4	3	2	1	45.
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
CONTRACT FACULTY  
**EVALUATION SUMMARY****

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Student Evaluation:		
1 <sup>st</sup> Peer Evaluation:		
2 <sup>nd</sup> Peer Evaluation:		
Manager Evaluation:		

**SUMMARY RATING POINTS (Total scores above)**

According to the evaluations of students, managers and peers, the instructor meets the standards for employment at this institution.

	5	1	
	. . . . .   . . . . .   . . . . .   . . . . .		
Strongly Agree			Strongly Disagree

**TENURE COMMITTEE CHAIR RECOMMENDATION SUMMARY**

The Tenure Review Committee recommends that this instructor:

<input type="checkbox"/>	Be granted status as a regular faculty member starting with the next academic year.
<input type="checkbox"/>	Be continued as a contract faculty member for the next academic year.  (An evaluation summary rating of 1.0 – 3.49 shall constitute grounds for exercising either of the following recommendations)
<input type="checkbox"/>	Be continued as a contract faculty member far the next academic year subject to the conditions specified in the attached comments and plan for improvement.
<input type="checkbox"/>	Not be rehired. (Attach narrative comments).

This evaluation has been discussed with me. Yes \_\_\_\_ No \_\_\_\_

I wish to comment on the attached sheet. Yes \_\_\_\_ No \_\_\_\_

\_\_\_\_\_  
Instructor/Evaluee Date

\_\_\_\_\_  
Dean/Administrator Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
Vice President Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
President Date

Board Approved: November 7, 1995

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
CONTRACT FACULTY  
**EVALUATION SUMMARY****

Instructor: \_\_\_\_\_

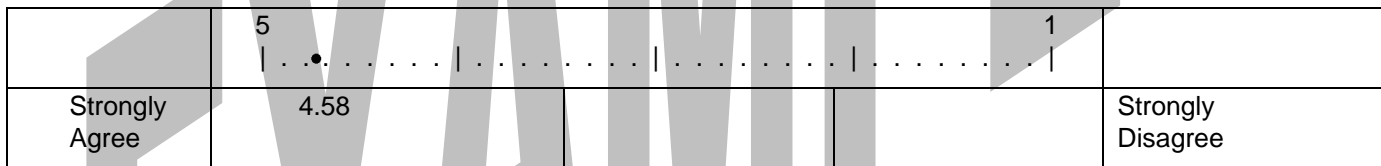
Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Student Evaluation:		3.95 * 0.40 =	1.58
1 <sup>st</sup> Peer Evaluation:		5.00 * 0.20 =	1.00
2 <sup>nd</sup> Peer Evaluation:		5.00 * 0.20 =	1.00
Manager Evaluation:		5.00 * 0.20 =	1.00

SUMMARY RATING POINTS (Total scores above) 4.58

According to the evaluations of students, managers and peers, the instructor meets the standards for employment at this institution.



**TENURE COMMITTEE CHAIR RECOMMENDATION SUMMARY**

The Tenure Review Committee recommends that this instructor:

<input type="checkbox"/>	Be granted status as a regular faculty member starting with the next academic year.
<input type="checkbox"/>	Be continued as a contract faculty member for the next academic year. (An evaluation summary rating of 1.0 – 3.49 shall constitute grounds for exercising either of the following recommendations)
<input type="checkbox"/>	Be continued as a contract faculty member for the next academic year subject to the conditions specified in the attached comments and plan for improvement.
<input type="checkbox"/>	Not be rehired. (Attach narrative comments).

This evaluation has been discussed with me. Yes \_\_\_ No \_\_\_

I wish to comment on the attached sheet. Yes \_\_\_ No \_\_\_

\_\_\_\_\_  
Instructor/Evaluee Date

\_\_\_\_\_  
Dean/Administrator Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
Vice President Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
President Date

Board Approved: November 7, 1995

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
REGULAR FACULTY
EVALUATION SUMMARY

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Table with 3 columns and 3 rows: Student Evaluation, Peer Evaluation, Manager Evaluation.

SUMMARY RATING POINTS (Total scores above)

According to the evaluations of students, managers and peers, the instructor meets the standards for employment at this institution.

Rating scale table from 5 (Strongly Agree) to 1 (Strongly Disagree).

An evaluation summary rating of 1.0 – 1.49 shall initiate a process whereby the dean/director and evaluatee develop a written plan specifying the requirements for improvement and another evaluation to be conducted in two semesters following the semester in which the rating was incurred.

An evaluation summary rating of 1.5 – 3.49 may initiate a process whereby the dean/director and evaluatee develop a written plan specifying the requirements for improvement and another evaluation to be conducted in two semesters following the semester the rating was incurred.

This evaluation has been discussed with me. Yes \_\_\_ No \_\_\_

I wish to comment on the attached sheet. Yes \_\_\_ No \_\_\_

\_\_\_\_\_  
Instructor/Evaluee Date

\_\_\_\_\_  
Dean/Administrator Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
Vice President Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
President Date

Board Approved: November 7, 1995



**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
REGULAR FACULTY  
EVALUATION SUMMARY**

Instructor: \_\_\_\_\_

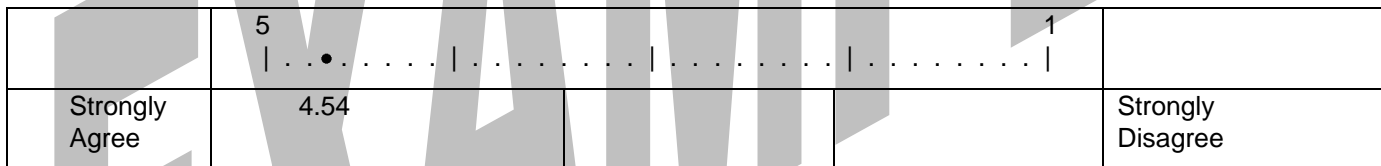
Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Student Evaluation:	4.61 * 0.40 =	1.84
Peer Evaluation:	5.00 * 0.30 =	1.50
Manager Evaluation:	4.00 * 0.30 =	1.20

SUMMARY RATING POINTS (Total scores above) 4.54

According to the evaluations of students, managers and peers, the instructor meets the standards for employment at this institution.



An evaluation summary rating of 1.0 – 1.49 shall initiate a process whereby the dean/director and evaluatee develop a written plan specifying the requirements for improvement and another evaluation to be conducted in two semesters following the semester in which the rating was incurred.

An evaluation summary rating of 1.5 – 3.49 may initiate whereby the dean/director and evaluatee develop a written plan specifying the requirements for improvement and another evaluation to be conducted in two semesters following the semester the rating was incurred.

This evaluation has been discussed with me. Yes \_\_\_ No \_\_\_

I wish to comment on the attached sheet. Yes \_\_\_ No \_\_\_

\_\_\_\_\_  
Instructor/Evaluee Date \_\_\_\_\_  
Dean/Administrator Date

\_\_\_\_\_  
Peer Evaluator Date \_\_\_\_\_  
Vice President Date

\_\_\_\_\_  
Peer Evaluator Date \_\_\_\_\_  
President Date

Board Approved: November 7, 1995

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
PART-TIME FACULTY  
EVALUATION SUMMARY**

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Student Evaluation:		
Peer Evaluation:		
Manager Evaluation:		

SUMMARY RATING POINTS (Total scores above)

According to the evaluations of students, managers and peers, the instructor meets the standards for employment at this institution.

	5	1	
	. . . . .   . . . . .   . . . . .   . . . . .		
Strongly Agree			Strongly Disagree

An evaluating summary rating of 1.0 – 3.49 may result in one of more of the following:

<input type="checkbox"/>	Non re-hire.
<input type="checkbox"/>	Suspension or termination of reemployment preference and privileges.
<input type="checkbox"/>	Development of a written plan for improvement by the dean/director or designee.
<input type="checkbox"/>	A follow-up evaluation in a subsequent semester.

An opportunity to discuss this evaluation has been afforded me. Yes \_\_\_\_ No \_\_\_\_

I wish to comment on the attached sheet. Yes \_\_\_\_ No \_\_\_\_

\_\_\_\_\_  
Instructor/Evaluee Date

\_\_\_\_\_  
Dean/Administrator Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
Vice President Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
President Date

Board Approved: November 7, 1995

Rev. 2/04  
04-0815-002

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
PART-TIME FACULTY  
EVALUATION SUMMARY**

Instructor: \_\_\_\_\_

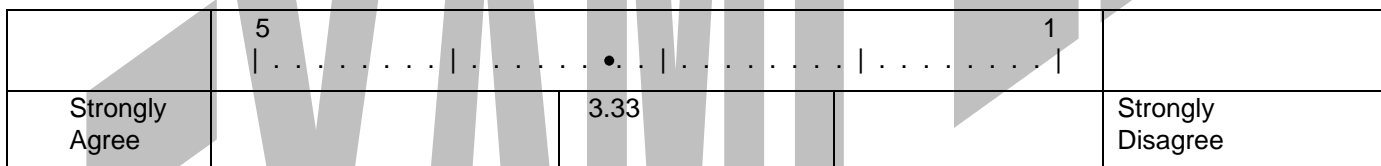
Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Student Evaluation:		3.08 * 0.40 =	1.23
Peer Evaluation:		4.00 * 0.30 =	1.20
Manager Evaluation:		3.00 * 0.30 =	0.90

SUMMARY RATING POINTS (Total scores above) 3.33

According to the evaluations of students, managers and peers, the instructor meets the standards for employment at this institution.



An evaluating summary rating of 1.0 – 3.49 may result in one of more of the following:

<input type="checkbox"/>	Non re-hire.
<input type="checkbox"/>	Suspension or termination of reemployment preference and privileges.
<input type="checkbox"/>	Development of a written plan for improvement by the dean/director or designee.
<input type="checkbox"/>	A follow-up evaluation in a subsequent semester.

An opportunity to discuss this evaluation has been afforded me. Yes \_\_\_ No \_\_\_

I wish to comment on the attached sheet. Yes \_\_\_ No \_\_\_

\_\_\_\_\_  
Instructor/Evaluated Date

\_\_\_\_\_  
Dean/Administrator Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
Vice President Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
President Date

**Board Approved: November 7, 1995**

# GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

## TEMPORARY CONTRACT FACULTY

### EVALUATION SUMMARY

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Student Evaluation:		
1 <sup>st</sup> Peer Evaluation:		
2 <sup>nd</sup> Peer Evaluation (Year 1-Year 4 only):		
Manager Evaluation:		

**SUMMARY RATING POINTS (Total scores above)**

According to the evaluations of students, managers and peers, the instructor meets the standards for employment at this institution.

	5		1	
	. . . . .   . . . . .   . . . . .   . . . . .			
Strongly Agree				Strongly Disagree

#### REVIEW COMMITTEE CHAIR RECOMMENDATION SUMMARY

The Review Committee recommends that this instructor:

[ ]	<p>Be continued as a temporary contract faculty member for the next academic year.</p> <p>(An evaluation summary rating of 1.0 – 3.49 shall constitute grounds for exercising either of the following recommendations.)</p>
[ ]	<p>Be continued as a temporary contract faculty member for the next academic year subject to the conditions as follows:</p> <p>If rehired, an evaluation summary rating of 1.0 – 1.49 shall initiate a process whereby the Dean/Director and evaluatee develop a written plan specifying the requirements for improvement and another evaluation to be conducted in two semesters following the semester in which the rating was incurred.</p> <p>An evaluation summary rating of 1.5 – 3.49 may initiate a process whereby the Dean/Director and evaluatee develop a written plan specifying the requirements for improvement and another evaluation to be conducted in two semesters following the semester in which the rating was incurred.</p>
[ ]	<p>Not be rehired. (Attach narrative comments).</p>

This evaluation has been discussed with me. Yes \_\_\_\_ No \_\_\_\_

I wish to comment on the attached sheet. Yes \_\_\_\_ No \_\_\_\_

\_\_\_\_\_  
 Instructor/Evaluee Date      Dean/Administrator Date

\_\_\_\_\_  
 Peer Evaluator Date      Vice President Date

\_\_\_\_\_  
 Peer Evaluator Date      President Date

Board Approved: 2/24/04

Rev. 2/04  
04-0816-002

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
TEMPORARY CONTRACT FACULTY  
**EVALUATION SUMMARY****

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Student Evaluation:		3.95 * 0.40 =	1.58
1 <sup>st</sup> Peer Evaluation:		5.00 * 0.20 =	1.00
2 <sup>nd</sup> Peer Evaluation: (Year 1-Year 4 only):		5.00 * 0.20 =	1.00
Manager Evaluation:		5.00 * 0.20 =	1.00

SUMMARY RATING POINTS (Total scores above) 4.58

According to the evaluations of students, managers and peers, the instructor meets the standards for employment at this institution.

	5		1	
	. . . . .   . . . . .   . . . . .   . . . . .			
Strongly Agree	4.58			Strongly Disagree

**REVIEW COMMITTEE CHAIR RECOMMENDATION SUMMARY**

The Review Committee recommends that this instructor:

[ ]	<p>Be continued as a temporary contract faculty member for the next academic year.</p> <p>(An evaluation summary rating of 1.0 – 3.49 shall constitute grounds for exercising either of the following recommendations).</p>
[ ]	<p>Be continued as a temporary contract faculty member for the next academic year subject to the conditions as follows:</p> <p>If rehired, an evaluation summary rating of 1.0 – 1.49 shall initiate a process whereby the Dean/Director and evaluatee develop a written plan specifying the requirements for improvement and another evaluation to be conducted in two semesters following the semester in which the rating was incurred.</p> <p>An evaluation summary rating of 1.5 – 3.49 may initiate a process whereby the Dean/Director and evaluatee develop a written plan specifying the requirements for improvement and another evaluation to be conducted in two semesters following the semester in which the rating was incurred</p>
[ ]	<p>Not be rehired. (Attach narrative comments).</p>

This evaluation has been discussed with me. Yes \_\_\_\_ No \_\_\_\_

I wish to comment on the attached sheet. Yes \_\_\_\_ No \_\_\_\_

_____ Instructor/Evaluee	_____ Date	_____ Dean/Administrator	_____ Date
_____ Peer Evaluator	_____ Date	_____ Vice President	_____ Date
_____ Peer Evaluator	_____ Date	_____ President	_____ Date

Rev. 2/04 Board Approved: 2/24/04  
04-0816-002W

**BASE REASSIGNED TIME FORMULA FOR INSTRUCTIONAL  
DEPARTMENT CHAIRS AND COORDINATORS**

		<u>LED</u>
<b><u># Full-Time Faculty</u></b>		
	2-3	.01
	4-10	.02
	11-15	.04
	16-20	.06
<b><u># Part-time</u></b>		
	1-4	.05
	5-11	.10
	12-26	.20
	27-39	.30
	40 -64	.40
	65+	.45
<b><u>Classified Regular FTE</u></b>		
	0.5-2	.01
	3-5	.02
	5+	.03
<b><u># Sections</u></b>		
	1-23	.025
	24-75	.10
	76-100	.15
	101-125	.20
	126-150	.25
	151-175	.30
	176-225	.35
	226+	.40
<b><u>Representation</u></b>		
(Number of Programs)		
	1	.0025
	2-3	.005
	4+	.0075
<b><u>Budget</u></b>		
(Includes Hourly Student and	5,000 – 25,999	.025
Short-term salary	26,000 – 49,999	.050
Budget under the	50,000 – 99,999	.075
direction of the	100,000 +	.10
Chair/Coord.)		

**BASE REASSIGNED TIME FORMULA FOR  
NON-CLASSROOM CHAIRS AND COORDINATORS**

		<u>LED</u>
<b><u># Full-Time Faculty</u></b>		
	2-3	.01
	4-10	.02
	11-15	.04
	16-20	.06
<b><u># Part-time</u></b>		
	0-4	.05
	5-11	.10
	12-26	.20
	27-39	.30
	40-64	.40
	65+	.45
<b><u>Classified Regular FTE</u></b>		
	0-2	.01
	3-5	.02
	5+	.03
<b><u>Scheduling of Personnel/Activities</u></b>		
	Counselors	.20
	Librarians	.10
<b><u>Representation</u></b>		
		.0075
<b><u>Budget</u></b>		
(Includes Hourly Student and	5,000 – 25,999	.025
Short-term salary	26,000 – 49,999	.050
Budget under the	50,000 – 99,999	.075
direction of the	100,000 +	.10
Chair/Coord.)		

**ADD-ON FORMULAS**

**LED**

**Advisory Committees**

1-2 Committees	.025
3-6 Committees	.050
7+ Committees	.075

**Chair selection Committee\***

Announcement/Recruitment Semester	.050
Screening Semester	.100

**Offsite Agreements/Clinical/Workshop** .200

**Program Review\***

Semester in which Program Review is Scheduled	.200
--	------

**Discretionary Add-ons for Reassigned Time Committee Review**

1. These assignments reviewed each year.



**APPLICATION FOR REASSIGNED TIME – ADD ON/DISCRETIONARY ASSIGNMENTS**

**I. Guidelines**

1. Use the prescribed form. If the work cannot be described in the space provided, use the word processing template form available in the instructional or student services dean's offices or the office of the vice presidents.
2. The application should be routed as follows:
  - \_\_\_ a. Department Chair/Program Coordinator/Faculty Applicant
  - \_\_\_ b. Appropriate Next Level Administrator
  - \_\_\_ c. Consultation between the Chair/Coord/Faculty Applicant and the appropriate Administrator
  - \_\_\_ d. Appropriate Vice President
  - \_\_\_ e. President
  - \_\_\_ f. Reassigned Time Review Committee (RRC)
3. United Faculty and the District expect that consultation between the faculty member who will be accepting the assignment and the appropriate administrators will have occurred before the application is presented to RRC for review.
4. Total of load and LED value of all reassigned time cannot exceed 1.0 LED.
5. Add-on/discretionary assignments should be appropriate to the position description in the Appendix of the UF/GCCCD Agreement.
6. Reassigned time is necessary when the scope of the assignment is such that it cannot be completed during the time set aside for other professional activities during unscheduled hours and requires that the faculty member be released from their regular teaching, counseling or librarian load to complete the assignment.

**II. Approval Signatures:**

Department \_\_\_\_\_ Date \_\_\_\_\_ Appropriate Administrator \_\_\_\_\_ Date \_\_\_\_\_  
Chair/Coordinator

Appropriate Vice President \_\_\_\_\_ Date \_\_\_\_\_ President \_\_\_\_\_ Date \_\_\_\_\_

**III. Findings of REASSIGNMENT REVIEW COMMITTEE (RRC) including recommendation to the Chancellor.**

LED Value assigned by RRC Committee \_\_\_\_\_

\_\_\_\_\_  
District Negotiator

\_\_\_\_\_  
United Faculty Negotiator

cont'd)

**APPLICATION FOR REASSIGNED TIME – ADD ON/DISCRETIONARY ASSIGNMENTS-**

Cuyamaca CC \_\_ Grossmont CC \_\_ Department: \_\_\_\_\_ Prepared by: \_\_\_\_\_

Chair/Coord Add-on \_\_ (Complete Section IV & VI A,B,&C) Special Faculty Assignment\_\_ (Complete Section V & VI A,B,&C)

**IV. Chair/Coordinator Add-On:**

A. Advisory Committees

- 1-2 Committees .025
- 3-6 Committees .050
- 7 + Committees .075

Chair Selection Committees

- Announcement/Recruitment Semester .050
- Screening Semester .100

Offsite Agreements/Clinical/Workshops .200

Program Review

- Semester in which Program Review is Scheduled .200

**TOTAL ADD-ON FORMULA** \_\_\_\_\_

B. Describe in detail work not covered by basic formula.

**V. Discretionary Assignments:**

- A. Purpose of assignment.
- B. Describe in detail the duties and activities of the assignment.
- C. Explain why this is an appropriate faculty assignment.
- D. Expected duration
- E. How assignment will be evaluated and by whom.

**VI. Assignment Allocation and Payment/Expenditure of LED Value**

A	B	C	D	E
LED Value Requested	Allocation (i.e. Reassigned time, stipend, hourly salary, supplies)	Name (If appropriate)	Budget Number (To be completed by College and returned to Employment Services after RRC review)	Amount (To be completed by College and returned to Employment Services after RRC review)
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

:wp/bargain/uf/03-06/addon2

Rev. 3/03  
04-0818-003





GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
**APPLICATION FOR GROUP A--BREADTH**  
**Academic Course Work**

**Name**

**Date**

(PLEASE PRINT CLEARLY)

I wish to apply for unit credit in the following manner:

ACCREDITED SCHOOL	COLLEGE NUMBER	COURSE TITLE	SEMESTER	UNITS

I agree to present official transcripts to show that I have fulfilled the requirements as indicated above. I understand that failure to present satisfactory evidence of completion of the requirements shall constitute cause for cancellation of this credit for professional advancement.

All course work must be completed at an institution accredited by the Western Association of Colleges and Universities or another regional accrediting association and must be recognized by the California State Department of Education and the California Community College Chancellor's Office.

**Course work for professional growth in the breadth area (outside of the contract discipline) shall be at the upper division or graduate level and may be at the lower division level upon approval of the appropriate Dean/Director and next senior level administrator.**

NOTE: All course work must be completed before July 1 if you are a counselor or librarian; or completed before the start of Fall Staff Development Week of the academic year, if you are an instructor.

**Instructor's signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

DEAN/DIRECTOR'S SIGNATURE/APPROVAL (REQUIRED ONLY FOR LOWER DIVISION BREADTH CREDIT)

\_\_\_\_\_

DATE

\_\_\_\_\_

VICE PRESIDENT'S SIGNATURE/APPROVAL (REQUIRED ONLY FOR LOWER DIVISION BREADTH CREDIT)

\_\_\_\_\_

DATE

\_\_\_\_\_

DIRECTOR, EMPLOYMENT SERVICES REVIEW

\_\_\_\_\_

DATE

\_\_\_\_\_

AFTER ALL APPROVALS: PERSONNEL FILE (ORIGINAL) EMPLOYEE (COPY)

BOARD APPROVED 2/24/04

04-0789-001

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

**APPLICATION FOR GROUP A-DEPTH**  
**Academic Course Work**

**Name**

**Date**

\_\_\_\_\_  
 (PLEASE PRINT CLEARLY)

I wish to apply for unit credit in the following manner:

ACCREDITED SCHOOL	COLLEGE NUMBER	COURSE TITLE	SEMESTER	UNITS

I agree to present official transcripts to show that I have fulfilled the requirements as indicated above. I understand that failure to present satisfactory evidence of completion of the requirements shall constitute cause for cancellation of this credit for professional advancement.

All course work must be completed at an institution accredited by the Western Association of Colleges and Universities or another regional accrediting association and must be recognized by the California State Department of Education and the California Community College Chancellor's Office.

**Course work for professional growth in the depth area (contract discipline) shall be at the upper division or graduate level.**

NOTE: All course work must be completed before July 1 if you are a counselor or librarian; or completed before the start of Fall Staff Development Week of the academic year if you are an instructor.

**Instructor's signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

DIRECTOR, EMPLOYMENT SERVICES  
 REVIEW

DATE

\_\_\_\_\_

\_\_\_\_\_

**AFTER ALL APPROVALS:** PERSONNEL FILE (ORIGINAL) EMPLOYEE (COPY)

GOVERNING BOARD APPROVED 2/24/04

04-0790-001



**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**FULL-TIME INSTRUCTOR (REGULAR AND CONTRACT)**

I. General Responsibilities

Under administrative leadership, it is the responsibility of the regular/contract college instructor to participate in the planning, implementation, and evaluation of educational programs, courses, and other experiences that will directly result in the educational growth of the students and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the faculty role. All other listed professional responsibilities are examples of activities which are part of the unique role of each faculty member and is reflective of their individual expertise and interests.

A. Classroom responsibilities

- \*1. Meet classes/laboratories on days and times assigned.
- \*2. Develop and implement instruction for each class/laboratory period which is consistent with the official course outline.
- \*3. Develop, and distribute during the first week of class, a written syllabus for each course to communicate to students course objectives, grading criteria and classroom policies.
- \*4. Demonstrate respect for student rights as specified in District policy and applicable laws.
- \*5. Submit requisitions for textbooks and instructional materials in a timely manner.
- \*6. Refer students to tutoring and related student services when appropriate.
- \*7. Supervise students in off-campus activities when participation is expected as part of a course requirement or where such supervision is part of the instructor's load.
- \*8. Provide academic assistance and related services to students during scheduled office hours.

B. Evaluation of Students

- \*1. Periodically evaluate student progress toward meeting course objectives; advise the students of course objectives, methods of evaluation and the results of the evaluation.
- \*2. Return assignments and examination results in a timely fashion.
- \*3. Assign grades to students in the manner provided by District policy and administrative procedure and prescribed by the Education Code and Title V regulations for the State of California.
4. Participate in the credit by examination program where applicable.
5. Provide appropriate dean with assistance on the evaluation of student petitions.



## Full-time Instructor (Regular and Contract) (cont'd.)

### C. Curriculum

Participate in the development and review of curriculum as needed.

### D. Student Advising

1. Advise students enrolled in the instructor's classes in such matters as:
  - a. course content, scope and meaning;
  - b. major course requirements for the degree or certificate;
  - c. learning skills;
  - d. collateral or enrichment reading or experience opportunities for further understanding of the courses or subject field;
  - e. career alternatives/opportunities related to the subject field.
2. Participate as a faculty advisor to student organizations or clubs.

### E. Professional Development

- \*1. Participate in required professional development activities.
2. Continue to develop professional skills and knowledge.
3. Participate in planning staff development programs.
4. Participate in institutional research activities and grants.
5. Assist in the planning, development and implementation of a professional intern or student teacher program.
6. Attend/participate in professional conferences, seminars or meetings.

### F. Additional Responsibilities

- \*1. Regularly attend and participate in department/division meetings.
2. Attend commencement ceremonies and convocations.
3. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or district level, or participate in other significant nonclassroom college, district or community activities.
- \*4. Keep official records and collect data required by District policy and administrative procedures; submit records and data in accordance with college procedures.
5. Participate in supervision of student assistants and paraprofessionals.
6. Participate in articulation activities and the coordination of inter-divisional and intra-divisional learning activities.
- \*7. Abide by departmental regulations concerning the proper use, care and security of equipment.
8. Advise management of unsafe conditions or potential hazards and recommend solutions.

## Full-time Instructor (Regular and Contract) (cont'd.)

- \*9. Participate in advisory committee meetings when required by divisional programs.
  - \*10. Report absences due to illness or for personal necessity to the division dean/director or designated officer; advise management of the intended date of return prior to the class meeting.
  - 11. Provide recommendation for purchase of instructional supplies and equipment.
  - 12. Consult with management on division personnel needs; assist with preparation of position descriptions and serve on screening/interviewing committees as needed.
  - \*13. Participate in the tenuring process.
  - 14. Participate in the evaluation of regular faculty and adjunct faculty.
- G. Additional Responsibilities if assigned an intercollegiate athletic class through the Department of Exercise Science and Wellness.
- \*1. Actively identify and recruit qualified students to participate in the intercollegiate athletic program.
  - \*2. Set and maintain standards for team discipline while fielding a competitive level team. Ensure all program participants comply with the state athletic constitution.
  - \*3. Assist in the selection and supervision of assistant coaches.
  - \*4. Conduct home athletic events as well as supervise team travel to off-campus competitions. Be responsible for all regular and post season activities/competitions.
  - \*5. Stay abreast of contemporary sport coaching techniques, strategies and rule changes for the sport assigned.
  - \*6. Assist students in maintaining eligibility and facilitate their participation in the academic support program.
  - \*7. Provide information regarding the program in general, including scores and statistics, to the press, the campus and the community at large.
  - \*8. Work with the Athletic Director in the development of the sport schedule and budget.
  - \*9. Participate in fund-raising activities.
  - \*10. Adhere to all college and district procedures regarding aspects of purchasing, money handling, travel requests, vehicle use, driving requirements, and other fiscal or travel related issues..
  - \*11. Actively work to reduce any injury or liability to students and others, including keeping authorities apprised of the condition of practice facilities; work directly with the Athletic Trainers and work collaboratively with the grounds and maintenance personnel.
  - \*12. Meet all coaching responsibilities as outlined in each college's Coaches' Handbook.
  - \*13. Display positive coaching ethics and conduct in professional relationships on campus and with the public.

rev. 02/04

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**PART-TIME INSTRUCTOR**

I. General Responsibilities

Under administrative leadership, it is the responsibility of the adjunct instructor to perform those tasks and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the adjunct instructor role. All other listed professional responsibilities are examples of activities which are part of the unique role of each adjunct instructor and is reflective of their individual expertise and interests.

A. Classroom Responsibilities

- \*1. Meet classes/laboratories on days and times assigned.
- \*2. Develop and implement instruction for each class laboratory period which is consistent with the official course outline.
- \*3. Develop and distribute during the first week of class, a written syllabus for each course to communicate to students, course objectives, grading criteria and classroom policies.
- \*4. Demonstrate respect for student rights as specified in District policy and applicable laws.
- \*5. Submit requisitions for textbooks and instructional materials and/or recommend to department chairs/coordinators appropriate text selections, in a timely manner.
- \*6. Refer students to tutoring and related student services when appropriate.
- \*7. Supervise students in off-campus or co-curricular activities when participation is expected as part of a course requirement or where such supervision is part of the instructor's load.

B. Evaluation of Students

- \*1. Periodically, evaluate student progress toward meeting course objectives; advise the students about methods of evaluation and the results of the evaluation.
- \*2. Return assignments and examination results in a timely fashion.
- \*3. Assign grades to students in the manner provided by District policy and administrative procedure and prescribed by the Education Code and Title V regulations of the State of California.
4. Participate in the credit by examination program where applicable.
5. Assist appropriate administrators with recommendations regarding waivers and student petitions where applicable.

## Part-time Instructor (cont'd.)

- C. Curriculum
  - 1. Participate in the development and review of curriculum as needed.
- D. Student Advising
  - 1. Advise students enrolled in the instructor's classes on such matters as:
    - a. Course content, scope and meaning;
    - b. major course requirements for the degree or certificate;
    - c. learning skills;
    - d. collateral or enrichment reading or experience opportunities for further understanding of the course or subject field;
    - e. career alternatives/opportunities related to the subject field.
- E. Professional Development
  - \*1. Participate in required professional development activities.
  - 2. Continue to develop professional skills and knowledge.
  - 3. Participate in planning staff development programs.
  - 4. Participate in institutional research activities and grants.
  - 5. Assist in the planning, development and implementation of a professional intern or student teacher program.
  - 6. Attend/participate in professional conferences, seminars or meetings.
- F. Additional Responsibilities
  - 1. Attend and participate in department/program/division meetings.
  - 2. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or District level, or participate in other significant nonclassroom college, District or community activities.
  - 3. Participate in supervision of student assistants and paraprofessionals.
  - \*4. Abide by departmental regulations concerning the proper use, care and security of equipment.
  - \*5. Keep official records and collect data required by District policy and administrative procedures; submit records and data at times specified by management.
  - 6. Participate in articulation activities and coordination of inter-divisional and intra-divisional learning activities.
  - 7. Attend advisory committee meetings when required by divisional programs.

## Part-time Instructor (cont'd.)

8. Report absences due to illness or for personal necessity and the intended date of return, if at all possible, prior to the class meeting to the division dean/director.
  9. Provide recommendations for purchase of instructional supplies and equipment.
  10. Attend/participate in "in house" conferences, seminars or meetings.
  - \*11. Provide administrators, chairs and coordinators with sample instruction materials as may be deemed necessary, such as examinations, lab projects or course syllabuses.
- G. Additional Responsibilities if assigned an intercollegiate athletic class through the Department of Exercise Science and Wellness.
- \*1. Actively identify and recruit qualified students to participate in the intercollegiate athletic program.
  - \*2. Set and maintain standards for team discipline while fielding a competitive level team. Ensure all program participants comply with the state athletic constitution.
  - \*3. Assist in the selection and supervision of assistant coaches.
  - \*4. Conduct home athletic events as well as supervise team travel to off-campus competitions. Be responsible for all regular and post season activities/competitions.
  - \*5. Stay abreast of contemporary sport coaching techniques, strategies and rule changes for the sport assigned.
  - \*6. Assist students in maintaining eligibility and facilitate their participation in the academic support program.
  - \*7. Provide information regarding the program in general, including scores and statistics, to the press, the campus and the community at large.
  - \*8. Work with the Athletic Director in the development of the sport schedule and budget.
  - \*9. Participate in fund-raising activities.
  - \*10. Adhere to all college and district procedures regarding aspects of purchasing, money handling, travel requests, vehicle use, driving requirements, and other fiscal or travel related issues..
  - \*11. Actively work to reduce any injury or liability to students and others, including keeping authorities apprised of the condition of practice facilities; work directly with the Athletic Trainers and work collaboratively with the grounds and maintenance personnel.
  - \*12. Meet all coaching responsibilities as outlined in each college's Coaches' Handbook.
  - \*13. Display positive coaching ethics and conduct in professional relationships on campus and with the public.

Rev. 02/04

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**VOCATIONAL EVALUATOR**  
(categorically funded – non-tenure track)

I. General Responsibilities

Under administrative leadership, it is the responsibility of the Vocational Evaluator to develop and implement daily operations of the Assessment Center that meet compliance and service goals and guidelines and support advancement of the visions, missions, and values of the Colleges and District.

II. Specific Responsibilities:

Responsibilities designated with an asterisk are primary to the faculty role. All other listed professional responsibilities, are examples of activities which are part of the unique role of each vocational evaluator and is reflective of their individual expertise and interests.

A. Program Development

- \*1. Develop a comprehensive vocational evaluation program to serve a variety of clients referred from social service agencies (Department of Rehabilitation, EDD, GAIN) and through the one-stop career center network.
- \*2. Develop and implement outreach and service plans to expand clientele and services to the community, consistent with Center goals.
- \*3. Develop and prepare new work samples for vocational evaluation.
- \*4. Research and compile data on state-of-the-art evaluation and assessment instruments, recommending purchases to Manager.

B. Program Maintenance

- \*1. Oversee day-to-day operations of the Assessment Center. Ensure that all contract or project goals and guidelines are being met. Supervise vocational assessment specialists, assistants, student assistants and paraprofessionals.
- \*2. Promote and maintain team approach with other Assessment Center staff, career center staff, funders, and clientele. Participate in appropriate meetings to promote operations and integration of Assessment Center.
- \*3. Conduct individual or group vocational evaluation and assessments utilizing instruments that best serve client needs.
- \*4. Provide individual or group vocational/career counseling.
- \*5. Prepare reports on vocational evaluations and assessments.
- \*6. Prepare reports on operations of the Assessment Center. Communicate operations progress to Manager.
- \*7. Maintain vocational evaluation standards in compliance with California Commission on Accreditation of Rehabilitation Facility guidelines and one-stop career center

## Vocational Evaluator (cont.)

### C. Professional Responsibilities

- \*1. Support GCCCD, campus, and Center mission and goals.
- \*2. Attend and participate in department/Center meetings.
- \*3. Provide for the proper use, care, and security of Center equipment and instruments.
- \*4. Participate in staff development relevant to field.
5. Participate in the evaluation of Center staff.
6. Participate in institutional research activities, contracts, and grants.
7. Participate in the process of shared governance by contributing to the academic community.

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**TITLE III ON-LINE COUNSELOR/RETENTION SPECIALIST  
(11 MONTHS)**

**GENERAL RESPONSIBILITIES:**

Under administrative leadership, it is the responsibility of the On-line Counselor/Retention specialist to participate in the planning, development, implementation, and evaluation of the counseling and student development component of the Title III funded program that will directly result in the educational growth and vocational development of the students and support advancement of the vision, mission, and the values of the colleges and District

**SPECIFIC RESPONSIBILITIES**

**A. Program Development**

1. Collaborate in the design and implementation of grant-specific modules related to the Student Services component of the Title III Grant.
2. Implement program activities.
3. Develop, coordinate, and evaluate on-line counseling and counseling retention efforts to satisfy grant objectives.
4. Assist in Counseling Department activities with administrators, faculty, staff, and Title III Advisory Committee.

**B. Educational Counseling**

5. Provide counseling and related services to students during scheduled hours.
6. Attend and participate in department/division meetings.
7. Cooperate with other services, programs, and departments in identifying students with special needs.
8. Refer students to campus support services and community agencies.

**C. Evaluation of Students**

1. Participate in follow-up studies on student progress.
2. With the assistance of the Office of Research and Planning review data on Cuyamaca college student retention data.
3. Participate in required Title III professional development activities.
4. Participate in Title III training workshops.
5. Attend/participate in professional conferences, seminars or meetings as indicated by Title III guidelines.



## **Title III On-Line Counselor/Retention Specialist Job Description (cont'd)**

### **D. Additional Responsibilities**

1. Regularly attend and participate in department/division meetings for purposes of grant liaison.
2. Keep official records and collect data required by District and administrative procedures; submit records and data in accordance with college procedures.
3. Abide by departmental regulations concerning the proper use, care, and security of equipment.
4. Keep official records and collect data required by Title III Grant Guidelines.
5. Participate in project evaluation of activities and produce and submit all required evaluation data.

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**LIBRARIAN (REGULAR AND CONTRACT)**

I. General Responsibilities

Under administrative leadership, it is the responsibility of the regular/contract college librarian to participate in the planning, implementation and evaluation of learning resource programs that will contribute to the educational growth of the college community and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the librarian role. All other listed professional responsibilities are examples of activities which are part of the unique role of each librarian and is reflective of their individual expertise and interests.

A. Selection, Development, Organization, and Evaluation of Learning Resources Materials, Equipment and Facilities.

- \*1. Participate in the selection of Learning Resources materials within the general guidelines of collection development policy.
- \*2. Guide and assist other faculty in selecting materials.
- \*3. Participate with other faculty in selecting materials.
4. Establish and maintain a process for acquisition of learning resources materials.
5. Catalog, classify and otherwise organize each category of learning resource materials to assure maximum accessibility and usefulness.
6. Evaluate and recommend systems, equipment and software for all Learning Resource applications.

B. Instructional and Reference Services

- \*1. Work with students in analyzing and understanding assignments and projects.
- \*2. Direct students in devising and executing a search strategy.
- \*3. Recommend sources in various subjects to students and provide instruction in the use of reference materials.
- \*4. Confer with classroom faculty on library orientation activities for their classes.
5. Provide readers advisory help to the library patron.
- \*6. Do information searches when appropriate and prepare bibliographies.
7. Teach courses of the Division of Learning Resources.

## **Librarian (Regular and Contract) (cont'd.)**

8. Provide signs, brochures and other publications and audio-visual programs to facilitate the effective use of the learning resources.
  9. Plan and prepare displays and exhibits.
- C. Curriculum Development
1. Participate in the design and creation of learning materials and systems.
  2. Periodically review the need for curriculum development in library instruction.
  3. Recommend new library instruction curriculum in consultation with faculty in other disciplines as appropriate.
  4. Participate in college curriculum development processes.
- D. Learning Resources Program Policies and Procedure Development
- \*1. Participate in the establishment of Learning Resources Program policies and procedures.
  2. Provide guidance for classified staff in all aspects of Learning Resources operations.
- E. Student Advising
1. Advise students on matters of career alternatives/opportunities and course requirements in Learning Resource fields.
- F. Professional Development
- \*1. Participate in required professional development activities.
  2. Continue to develop professional skills and knowledge.
  3. Participate in planning staff development programs.
  4. Participate in institutional research activities and grants.
  5. Assist in the planning, development and implementation of a professional intern or student librarian program.
  6. Attend/participate in professional conferences, seminars or meetings.
- G. Additional responsibilities
- \*1. Regularly attend and participate in department/division meetings.
  2. Attend commencement ceremonies and convocations.
  3. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or district level, or participate in other significant nonclassroom

## **Librarian (Regular and Contract) (cont'd.)**

college, district or community activities.

- \*4. Keep official records and collect data required by District policy and administrative procedures; submit records and data in accordance with college procedures.
5. Participate in supervision of student assistants and paraprofessionals.
6. Participate in articulation activities and the coordination' of inter-divisional and intra-divisional learning activities.
- \*7. Abide by departmental regulations concerning the proper use, care and security of equipment.
8. Advise management of unsafe conditions or potential hazards and recommended solutions.
- \*9. Participate in advisory committee meetings when required by divisional programs.
- \*10. Report absences due to illness or for personal necessity to the division dean/director or designated officer; advise management of the intended date of return prior to resuming duties.
11. Provide recommendation for purchase of instructional supplies and equipment.
12. Consult with management on division personnel needs; assist with preparation of position descriptions and serve on screening/interviewing committees as needed.
- \*13. Participate in the tenuring process.
14. Participate in the evaluation of regular faculty and adjunct faculty.

5/8/91

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**COUNSELOR (REGULAR AND CONTRACT)**

I. General Responsibilities

Under administrative leadership, it is the responsibility of the regular contract counselor to participate in the planning, development, implementation and evaluation of counseling and student development that will result in educational, personal and vocational development of students and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the counselor role. All other listed professional responsibilities are examples of activities which are part of the unique role of each counselor and is reflective of their individual expertise and interests.

A. Educational Counseling

- \*1. Provide educational counseling for prospective, new and continuing students.
- \*2. Assist in the articulation process which assures smooth transfer of high school students into the community colleges and appropriate transition of community college students into baccalaureate institutions.
- \*3. Assist students in the development of their individual educational plans and goals.
- \*4. Serve as liaison counselor to District high schools.
- \*5. Serve as liaison to college divisions/departments.
- \*6. Participate in the implementation of district policies governing student matriculation and graduation.
- \*7. Employ knowledge and skills necessary to counsel students about District programs and transfer requirements to baccalaureate institutions.
- \*8. Conduct group orientation sessions.
- \*9. Provide counseling for students on academic lack-of-progress probation.
- \*10. Teach Personal Development classes in accordance with division needs.
- \*11. Participate in required and scheduled Professional Development week activities each semester in compliance with contractual agreement.
12. Assist in the planning, development and implementation of programs designed to encourage the success and retention of students.
- \*13. Attend and participate in department/division meetings.
14. Participate in articulation activities and the coordination of inter-divisional and intra-divisional learning activities.
15. Participate in advisory committee meetings for divisional programs.

## **Counselor (Regular and Contract) (cont'd.)**

- \*16. Provide counseling for special populations to include veterans, foreign students, and non-traditional studies.
  - \*17. Participate in student outreach programs.
  - \*18. Participate in student orientation and registration.
  - \*19. Participate in "drop in" counseling.
  - 20. Cooperate with other services, programs, "and departments in identifying and working with students with special needs.
  - 21. Develop effective curriculum
  - 22. Participate in college information and career fairs.
- B. Career and Occupational Counseling
- \*1. Provide career counseling through Personal Development classes, individual appointments, vocational tests, or other career guidance systems.
  - \*2. Provide Counseling to meet career or occupational objectives.
  - \*3. Provide assistance in job search and job retention skills.
  - \*4. Work cooperatively with Student Placement and Career/Transfer Information Centers.
- C. Personal Counseling
- \*1. Provide individual counseling to assist students in resolving personal problems.
  - \*2. Accept referrals from teaching faculty and other college personnel.
  - \*3. Confer with teaching faculty regarding individual students when appropriate.
  - \*4. Refer students to campus support services.
  - \*5. Refer students to community agencies.
  - 6. Provide crisis intervention and support.
- D. Evaluation
- 1. Participate in follow-up studies of former students.
  - 2. Participate in evaluation of counseling services and programs.
  - 3. Participate in evaluation of equipments, supplies, tests, and other materials used on the job.
  - 4. Participate in the follow-up of students relative to educational goals.
- E. Professional Development
- 1. Continue to develop professional skills and knowledge.

## **Counselor (Regular and Contract) (cont'd.)**

2. Attend/participate in professional skills and knowledge.
3. Participate in planning, developing and implementing staff development programs.
4. Participate in institutional research activities and grants.

### **F. Professional Responsibilities**

1. Attend commencement ceremonies and convocations.
2. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or district level, or participate in other significant, nonclassroom college, district or community activities.
- \*3. Keep official records and collect data required by District policy and administrative procedure; submit records and data in accordance with college procedures.
4. Supervise student assistants and professionals.
- \*5. Provide for the proper use, care and security of equipment.
- \*6. Submit requisitions for textbooks and instructional materials in a timely manner.
- \*7. Report absences due to illness or personal necessity to the division dean or designated office; advise management of intended date of return to assigned duties.
8. Provide recommendation for purchase of educational, instructional and counseling supplies and equipment.
9. Consult with management on division personnel needs; assist with preparation of position descriptions and serve on screening/interviewing committees as needed.
- \*10. Adhere to the counselor work schedule as defined by the negotiated contract.
11. Provide counseling resources for faculty and classified staff.
- \*12. Participate in the tenuring process.
13. Participate in the evaluation of regular and adjunct faculty.

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rev. 6/18/91  
rev. 5/13/97

**GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**INDUSTRY/EDUCATION COUNSELOR - VOCATIONAL PROGRAM**

I. General Responsibilities

Under administrative– leadership, it is the responsibility of the Vocational Program- Industry/Education Counselor to develop avenues for program access and success for eligible participants in compliance with funding agency requirements, a variety of federal laws and regulations, district policies and administrative procedures, business/industry recommendations, and support advancement of the visions, missions, and values of the colleges and District. Position funded by categorical funds.

II. Specific Responsibilities

Responsibilities designed with an asterisk are primary to the Vocation Program Industry/Education Counselor role. All other listed professional responsibilities are examples of activities which are part of the unique role of each Vocational Program Industry/Education Counselor and is reflective of their individual expertise and interests.

A. Applicant Recruitment and Guidance

- \*1. Develop and implement an ongoing assessment/advisement program to evaluate prospective participants for ability to succeed in the categorically funded program. Direct into appropriate program; suggest alternatives.
- \*2. Develop brochures, media contacts, industry contacts, community group contacts, government employment agency contacts (EDD, GAIN, etc.). Develop presentations and seek out opportunities for public appearances and media coverage to increase awareness of the categorical program.

B. Program Maintenance and Development

- \*1. Assume primary responsibility for meeting contract enrollment goals.
- \*2. Foster development of an appropriate work ethic and job search and retention skills in program participants; teach job search skills classes; conduct job search workshops at close of program; motivate and support program graduates to be successful in obtaining and retaining employment.
- \*3. Identify individual barriers to successful employment and, in concert with program instructors, develop employability plan for overcoming these barriers.
- \*4. Assume primary responsibility for meeting contract employment goals.
- \*5. Provide leadership and direction in the development of an information system for tracking participant progress and maintaining records for each program participant to ensure contract compliance.
- \*6. Provide leadership and direction for an internship program, including developing industry sites.
- \*7. Develop and support a mentor program in concert with program instructors.
- \*8. Serve as liaison between Grossmont College and the appropriate funding agency on an as-needed basis.



## **Industry-Education Counselor - Vocational Program (cont'd.)**

- \*9. Conduct orientation for program a—applicants and attend graduation ceremonies.
- \*10. Participate in Business Advisory Council Meetings. Generate membership for the Council and maintain contact with Council members.

### **C. Curriculum Development**

- 1. Participate in the development and review of curriculum as needed.

### **D. Program evaluation**

- 1. Participate in the ongoing evaluation by faculty, staff, and students of program goals and objectives and how effectively they have been achieved.
- 2. Make appropriate recommendations for program improvement.
- 3. Participate in periodic evaluations of student progress toward meeting contract competencies.

### **E. Professional Development**

- \*1. Participate in required professional development activities.
- 2. Maintain and demonstrate an awareness and understanding of advances and changes in the substantive content of the subject field, particularly the psychology of disadvantaged individuals.
- 3. Attend professional conferences, seminars, and meetings.
- 4. Participate in planning, developing and implementing staff development programs.
- 5. Participate in institutional research activities and grants.

### **F. Additional Responsibilities**

- \*1. Attend and participate in program/department/division meetings.
- \*2. Attend college-wide faculty meetings.
- 3. Participate in the process of shared governance by contributing to the academic community.
- 4. Participate in supervision of student assistants and paraprofessionals.
- \*5. Report absences due to illness or personal necessity to appropriate Industry-management; advise management of intended date of return to assigned duties.
- \*6. Attend and participate in case conferences on individual program participants when requested.
- 7. Other duties as assigned.

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**DISABLED STUDENT PROGRAM AND SERVICES SPECIALIST**

I. General Responsibilities

Under administrative leadership, it is the responsibility of the contract Disabled Student Program & Services Specialist to participate in the planning, development, implementation and evaluation of services and programs that will result in optimal growth opportunity in the educational, personal and vocational development of the disabled student and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the Disabled Student Program and Services Specialist role. All other listed professional responsibilities are examples of activities which are part of the unique role of each Disabled Student Program and Services Specialist and is reflective of their individual expertise and interests.

A. Program Development

- \*1. Recommend and participate in procedures to identify, recruit, and assess the needs of disabled students in, or eligible for, Special Services.
- \*2. Maintain files for each student receiving services as mandated by state or federal agencies.
- \*3. Identify barriers which are known to impede disabled students learning and recommend appropriate procedures.
- \*4. Provide, in cooperation with counseling and Student Development Services, disability-related counseling regarding admissions requirements, personal and social adjustment, and provide input for vocational assessment and course planning.
- \*5. Assist the disabled student in the preparation of his/her individual education plan.

B. Curriculum Development

1. Participate in the development and review of curriculum as needed.

C. Evaluations

- \*1. Participate in the development and implementation of an ongoing program of evaluation by faculty, staff and students of program goals and objectives and how effectively they have been achieved.
2. Periodically evaluate student progress toward meeting individualized educational objectives.
3. Participate in evaluation of equipment, supplies, tests and other materials used on the job.
4. Participate in follow-up studies of former Grossmont-Cuyamaca Community College District students.
5. Facilitate student evaluations of DSPS programs.

## Disabled Student Program and Services Specialist (cont'd.)

### D. Professional Development

- \*1. Participate in required professional development activities.
2. Maintain and demonstrate an awareness and understanding of advances and changes in the substantive content of the subject field.
3. Maintain and demonstrate the ability and skills required to apply knowledge, technologies and materials integral to achieving those purposes and objectives for which the DSPS program has been established.
4. Attend professional conferences, seminars, or meetings.
5. Participate in planning, developing and implementing staff development programs.
6. Participate in institutional research activities and grants.

### E. Additional Responsibilities

- \*1. Attend and participate in department/division meetings.
- \*2. Attend college-wide faculty meetings.
3. Attend commencement ceremonies.
4. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or district level, or participate in other significant nonclassroom college, District or community activities.
- \*5. Keep official records and collect data required by District policy and administrative procedure; submit records and data at times specified by management.
6. Participate in supervision of student assistants and paraprofessionals.
- \*7. Provide for the proper use, care and security of equipment; promote security for same.
- \*8. Advise management of unsafe conditions and potential hazards and recommend solutions.
9. Participate in advisory committee meetings.
- \*10. Report absences due to illness or personal necessity reasons to the division dean/director or designated office; advise management of the intended date of return to assigned duties.
- \*11. Serve as resource specialist as requested.
- \*12. Attend and participate in case conferences on multi-handicapped/disadvantaged students when requested.
- \*13. Participate in student orientation and registration.

**Disabled Student Program and Services Specialist (cont'd.)**

- \*14. Participate in the tenuring process of contract faculty and the evaluation of regular and adjunct faculty.
- 15. Participate in the evaluation of regular and adjunct faculty.

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rev. 6/18/91

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**DEPARTMENT CHAIR**

I. General Responsibilities

Under administrative leadership, it is the responsibility of the Department Chair to provide departmental leadership to foster professional growth, recommend and implement the philosophy and mission of the department and encourage departmental members to maintain excellence in curriculum, and support advancement of the visions, missions, and values of the colleges and District.

The Department Chair is selected in accordance with the current Grossmont-Cuyamaca Community College District Governing Board/United Faculty Agreement.

Under the direction of the appropriate administrator, the Department Chair shall represent the department and coordinate the following activities:

EXAMPLE OF DUTIES:

- A. Call and chair department meetings, attend scheduled meetings of Council of Chairs and Coordinators, Academic Senate or the Instructional Coordinating council, and attend division and other appropriate meetings.
- B. Work with the appropriate administrators in planning and scheduling personnel and activities of the department for regular semesters and summer inter-session.
- C. Provide leadership in evaluation of program/course offerings and in innovation in departmental services, activities and resources.
- D. Work with the appropriate administrator to prepare and recommend the department budget.
- E. Participate in the recruitment, selection, evaluation and in-service training of departmental staff, including certificated part-time and substitute personnel.
- F. Work cooperatively with other chairs and coordinators in the District, other educational institutions, potential employers of graduates, and the general and professional communities to share information and techniques relative to the subject area.
- G. Coordinate activities between the administration, student body, and the department.
- H. Facilitate the program's operation by directing the activities of classified employees in the department, coordinate the activities of those employees, and bring to the attention of the administration those problems which require administrative resolution.
- I. Participate as the designated immediate supervisor in the evaluation of classified employees working in the department.
- J. Provide data and information essential for required reports.
- K. Disseminate program information to staff, students, local high schools, and community to promote program. Advise students concerning aspects of program and specialty field. Advise potential students and coordinate program recruitment effort.
- L. Provide leadership and coordinate activities related to establishing program goals, objectives and evaluation.

### **Department Chair (cont'd.)**

- M. Coordinate the development and upgrading of program brochures'
- N. Coordinate the selection and evaluation of instructional materials.
- O. Participate in the evaluation and purchasing of necessary equipment. This may involve evaluation, justification, request for proposals and requests for bid preparation, board presentations, etc.
- P. Participate in professional organizations and activities.
- Q. Facilitate book orders where appropriate.

### **SKILLS AND ABILITIES:**

The Department Chair needs to have the ability to:

1. analyze data and information;
2. reason logically;
3. develop, evaluate and present alternative solutions effectively, both orally and in writing.

Further, the chair must maintain effective interpersonal relations in dealing with students, department staff, other departments, and management and exercise critical and independent judgment.

5/10/92

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DESCRIPTION  
JOB DESCRIPTION**

**INSTRUCTIONAL PROGRAM COORDINATOR**

I. General Responsibilities

Under administrative leadership, it is the responsibility of the Program Coordinator to represent, coordinate, and provide the leadership necessary to foster professional growth recommended and implement the philosophy and mission of the program; encourage program members to maintain a constant standard of excellence in curriculum and instruction and support advancement of the visions, missions, and values of the colleges and District.

Program Coordinators will be selected by the appropriate administrator.

Under the direction of the appropriate administrator, the Instructional Program Coordinator shall represent the program, and certificated personnel to the extent that is allowed by the certificated bargaining unit contract.

EXAMPLE OF DUTIES:

- A. Call and chair program meetings on a regularly scheduled basis, attend scheduled meetings of the Council of Chairs and Coordinators, Academic Senate or the Instructional coordinating Council and attend division and other appropriate meetings.
- B. Work with the appropriate administrator in planning class schedules and regular semester and summer inter-sessions.
- C. Provide leadership in evaluation of program/course offerings and in fostering innovation in curriculum and teaching methods.
- D. Work with the appropriate administrator in preparing, recommending and justifying the program budget.
- E. Participate in the recruitment, selection, evaluation and in-service training of program staff, including part-time and substitute instructors.
- F. Work cooperatively with other Program Coordinators in the District, other educational institutions, other potential employers of graduates and the community in general to share information and techniques relative to the subject area.
- G. Coordinate activities between the administration, student body, and the program.
- H. Facilitate the program's operation by directing the activities of classified employees in the department, coordinate the activities of those employees, and bring to the attention of the administration those problems which require administrative resolution.
- I. Participate in the evaluation of classified employees working in the department.
- J. Provide program data and information essential for required reports.
- K. Disseminate program information to staff, students, counselors, local high schools and community to promote program. Advise students concerning aspects of program and specialty field. Identify potential students and coordinate program recruitment effort.

## **INSTRUCTIONAL PROGRAM COORDINATOR (cont'd)**

- L. Establish program goals, objectives and program evaluation. Coordinate, develop, update and distribute program brochures.
- M. Work with the Dean to establish business/industry advisory committees and coordinate advisory meetings.
- N. Develop community, human and finance resources in support of the program.
- O. Monitor work study, work experience, field experience, clinical or laboratory assessments in accordance with the District plan and state guidelines.
- P. Work with the Career Planning and Placement Office and serve as referral agent to students and graduates.
- Q. Cooperate with management in articulation with professional societies in order to ensure that graduates are eligible for registry/certificate examinations.
- R. Coordinate the program accreditation process including initiation, writing self-study papers, assembling all required materials and planning the on-site inspection if appropriate.
- S. Facilitate book orders where appropriate.
- T. Participate in the evaluation and purchasing of necessary instructional equipment. This may involve evaluation, justification, request for programs and request for bid preparation, board presentations, etc.
- U. Participate in professional organizations and activities.

### **SKILLS AND ABILITIES:**

The Program Coordinator needs to have the ability to:

1. Analyze data and information;
2. reason logically; and
3. develop, evaluate and present alternative solutions effectively, both orally and in writing.

Further, the Program Coordinator must maintain effective interpersonal relations in dealing with students, department staff, other departments, and exercise critical and independent judgment.



**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**CARE/NEW HORIZONS PROGRAM SPECIALIST**

I. General Responsibilities

Under administrative leadership, it is the responsibility of the contract CARE/New Horizons Program Specialist to participate in the planning, development, implementation and evaluation of services and programs that will result in optimal growth opportunity in the educational, personal and vocational development of the CARE/New Horizons student and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the CARE/New Horizons Program Specialist role. All other listed professional responsibilities are examples of activities which are part of the unique role of each CARE/New Horizons Program Specialist and is reflective of their individual expertise and interests.

A. Program Development

- \*1. Recommend and participate in procedures to identify, recruit, and assess the needs of CARE students in, or eligible for, CARE and EOPS Services.
- \*2. Maintain files for each student receiving services as mandated by state or federal agencies.
- \*3. Identify barriers which are known to impede CARE/New Horizons/ EOPS students learning and recommend appropriate procedures.
- \*4. Provide, in cooperation with EOPS Counselor, CARE-related counseling regarding admissions requirements, personal and social adjustment, and provide input for vocational assessment and course planning.
- \*5. Assist the CARE/New Horizons student in the preparation of his/her individual education plan.

B. Curriculum Development

- 1. Participate in the development and review of curriculum as needed.

C. Evaluations

- \*1. Participate in the development and implementation of an ongoing program of evaluation by faculty, staff and students of program goals and objectives and how effectively they have been achieved.
- 2. Periodically evaluate student progress toward meeting individualized educational objectives.

## CARE/New Horizons Specialist (cont'd.)

3. Participate in evaluation of equipment, supplies, tests and other materials used on the job.
  4. Participate in follow-up studies of former Grossmont-Cuyamaca Community College District students.
  5. Facilitate student evaluations of EOPS/CARE programs.
- D. Professional Development
- \*1. Participate in required professional development activities.
  2. Maintain and demonstrate an awareness and understanding of advances and changes in the substantive content of the subject field.
  3. Maintain and demonstrate the ability and skills required to apply knowledge, technologies and materials integral to achieving those purposes and objectives for which the EOPS/CARE program has been established.
  4. Attend professional conferences, seminars, or meetings.
  5. Participate in planning, developing and implementing staff development programs.
  6. Participate in institutional research activities and grants.
- E. Additional Responsibilities
- \*1. Attend and participate in department/division meetings.
  - \*2. Attend college-wide faculty meetings.
  3. Attend commencement ceremonies.
  4. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or district level, or participate in other significant non-classroom college, District or community activities.
  - \*5. Keep official records and collect data required by District policy and administrative procedure; submit records and data at times specified by management.
  6. Participate in supervision of student assistants and paraprofessionals.
  - \*7. Provide for the proper use, care and security of equipment; promote security for same.
  - \*8. Advise management of unsafe conditions and potential hazards and recommend solutions.

**Care/New Horizons Specialist (cont'd.)**

9. Participate in advisory committee meetings.
- \*10. Report absences due to illness or personal necessity reasons to the division dean/director or designated office; advise management of the intended date of return to assigned duties.
- \*11. Serve as resource specialist as requested.
- \*12. Attend and participate in case conferences on multi-handicapped/disadvantaged students when requested.
- \*13. Participate in student orientation and registration.
- \*14. Participate in the tenuring process of contract faculty and the evaluation of regular and adjunct faculty.
15. Participate in the evaluation of regular and adjunct faculty.

6/20/00

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**FOSTER CARE EDUCATION PROGRAM SPECIALIST  
11-MONTH POSITION**

**I. General Responsibilities**

Under the Dean of Business and Professional Studies, it is the responsibility of the contract Foster Care Education Program Faculty Program Specialist to coordinate the planning, development, implementation and evaluation of the Foster Care Education Program and support advancement of the vision, mission, and values of the colleges and District.

**II. Specific Responsibilities**

Responsibilities designated with an asterisk are primary to the Foster Care Education Program Specialist role. All other listed professional responsibilities are examples of activities which are part of the unique role of each Foster Care Education Program Specialist and is reflective of their individual expertise and interests.

**A. Program Development**

- \*1. Develop and monitor the Foster Care Education Program Plan and budget each year.
- \*2. Monitor the implementation of the program elements such as the initial training and in-service workshops and classes.
- \*3. Oversee the Grossmont College Foster Care Education Program Advisory Committee; prepare for and attend local quarterly meetings.
- \*4. Attend and actively participate in statewide and regional program directors' meetings and conferences and local County Health and Human Services Foster Care related meetings.
- \*5. Representing the Grossmont College Foster Care Education Program, interact with the local foster parent and relative caregiver community, the Health and Human Services Agency Children's Services Bureau staff, and other related community based organizations.
- \*6. Coordinate and monitor personnel such as the program secretary, program assistant as well as the short-term hourly employees.
- \*7. Communicate on a regular basis with the California Community College's Chancellor's Office, State Director of Foster Care Education and implement directives from that office as required.
- \*8. Keep records and oversee data automation entry for all classes presented and participants attending activities in the Program.

## **Foster Care Education Program Specialist(cont'd.)**

### **B. Curriculum Development**

- \*1. Develop, purchase, evaluate, and monitor new curriculum for the Foster Care Education Program classes, workshops, and seminars.
- \*2. Develop special or regular classes in the college curriculum as required.

### **C. Professional Development**

- \*1. Participate in required professional development activities.
- \*2. Maintain and demonstrate an awareness and understanding of advances and changes in the substantive content of the fields of child development and foster care education.
- \*3. Attend professional conferences, seminars, or meetings.
- \*4. Participate in the development of grants to support the Foster Care Education Program and other relevant programs.

### **D. Additional Responsibilities**

- 1. Attend and participate in department/division meetings.
- 2. Attend college-wide faculty meetings.
- 3. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or district level; or participate in other significant non-classroom college, District or community activities.
- 4. Keep official records and collect data required by District policy and administrative procedure; submit records and data at times specified by management.
- 5. Provide for the proper use, care, and security of equipment; promote security for same.
- 6. Advise management of unsafe conditions and potential hazards and recommend solutions.
- 7. Report absences due to illness or personal necessity reasons to the division dean/director or designated office; advise management of the intended date of return to assigned duties.

July, 2000

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**ALTERNATE MEDIA/HIGH TECH CENTER ACCESS SPECIALIST  
10-MONTH POSITION**

**DEFINITION:**

Under administrative leadership of an assigned administrator, it is the responsibility of contract Alternate Media/High Tech Center Specialist to coordinate the technical and professional day-to-day operation of the High Tech Center, oversee the implementation of assistive technology throughout the campus; serves as a liaison between faculty, administration, campus computing facilities, and Disabled Students Programs and Services (DSPS); provide technical assistance and support to faculty and staff in regard to the use of alternate media and assistive computer technology to meet campus accessibility needs; train, and direct High Tech Center personnel; encourage program members to maintain a constant standard of excellence and support the visions, missions, and values of the Colleges and District.

**II. SPECIFIC RESPONSIBILITIES:**

Responsibilities designated with an asterisk are primary to the Alternate Media/High Tech Center Specialist role. All other listed professional responsibilities, include working as a member of Disabled Student Programs and Services faculty, are examples of activities, which are reflective of their individual expertise and interests.

**A. Program Development**

- \*1. Survey the current access technology needs of the campus and assist in developing a campus access technology plan. Participate in campus instructional and technology committees.
- \*2. Providing training and technical assistance to faculty and staff in the design and redesign of educational and informational media to ensure that the California Community College Chancellor's Office access guidelines are met.
- \*3. Facilitate the program's operation by directing the activities of classified employees in the department, coordinate the activities of those employees, and bring to the attention of the administration those problems which require administrative resolution.
- \*4. Participate in the recruitment, selection, evaluation and in-service training of program staff, including part-time and substitute instructors.
- \*5. Participate as the designated immediate supervisor in the evaluation of classified employees working in the department.
- \*6. Serve as a resource to external agencies and campus entities concerning access technology.
- \*7. Research and assist in evaluating new access software that may be suitable for implementation on campus.
- \*8. Advise on the development and implementation of processes to meet institutional brailing and captioning needs, including methods for providing educational and informational materials in alternate formats.

## **Alternate Media/High Tech Center Assess Specialist (cont'd.)**

- \*9. Create and promote a positive and supportive college-wide instructional climate for students with disabilities who use assistive technology by providing assistance to faculty and staff in diagnosing and resolving problems associated with supported services.
- \*10. Monitor activities (analysis, specification, testing, training and documentation) associated with system enhancements and new systems development efforts to ensure they are accessible to people that use access technology.
- \*11. Develop and maintain a resource bank of access strategies for various types of disabilities and related instructional alternative media and adaptive technology (e.g., distance learning, internet, tele-courses, and e-text).
- \*12. Assist in the installation of software.
- \*13. Troubleshoot any problems that may arise in the area of alternate media.
- \*14. Maintain files for each student receiving services as mandated by state and federal agencies.
- \*15. Identify barriers that are known to impede disabled students learning and recommend appropriate procedures.
- \*16. Comply with state and program reporting requirements.

### **B. Evaluation**

- \*1. Conduct needs assessments and make recommendations concerning the assistive technology needs for DSPS and other student services offices; serve as a technical resource to student services programs.
- 2. Participate in follow-up studies of former Grossmont-Cuyamaca Community College District students.
- 3. Facilitate student evaluation of DSPS program.

### **C. Curriculum Development**

- 1. Participate in the development and review of curriculum as needed.

### **D. Professional Development**

- 1. Maintain and demonstrate awareness and understanding of advances and changes in the substantive content of subject field.
- 2. Maintain and demonstrate the ability and skills required to apply knowledge, technologies and materials integral to achieving those purposes and objectives for which the DSPS program has been established.
- 3. Attend professional conferences, seminars, or meetings.
- 4. Participate in planning, development and implementing staff development programs.
- 5. Participate in institutional research activities and grants.

## **Alternate Media/High Tech Center Assess Specialist (cont'd.)**

### **E. Additional Responsibilities**

- \*1. Attend and participate in department/division meetings.
- \*2. Attend college-wide faculty meetings.
- 3. Attend commencement ceremonies.
- 4. Participate in the process of shared governance by contributing to the academic community through committee work in the department, division, college and/or district level, or participate in other significant non-classroom college, District or community activities.
- \*5. Keep official records and collect data required by district policy and administrative procedure; submit records and data at times specified by management.
- \*6. Provide for the proper use, care and security of equipment; promote security for same.
- \*7. Advise management of unsafe conditions and potential hazards and recommend solutions.
- 8. Participate in advisory committee meetings.**
- \*9. Report absences due to illness or personal necessity reasons to the division dean/director's office; advise management of the intended date of return to assigned duties.
- \*10. Serve as resource specialist as requested.
- \*11. Attend and participate in case conferences on multi-handicapped/disadvantaged students when requested.
- \*12. Participate in student orientation and registration.
- \*13. Participate in the tenuring process of contract faculty and the evaluation of regular and adjunct faculty.
- 14. Participate in the evaluation of regular and adjunct faculty.

Est. 6/02



**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT  
JOB DESCRIPTION**

**NATIONAL SCIENCE FOUNDATION SPECIALIST  
10-MONTH POSITION**

**I. GENERAL RESPONSIBILITIES:**

Under administrative leadership, it is the responsibility of the contract National Science Foundation Specialist to participate in the planning, development, implementation, and evaluation of an NSF funded training program, its courses, and other experiences that will directly result in the educational growth and vocational development of the students and support advancement of the vision, mission, and values of the colleges and District.

**II. SPECIFIC RESPONSIBILITIES:**

Responsibilities designated with an asterisk are primary to the National Science Foundation Specialist role. All other listed professional responsibilities are examples of activities which are part of the unique role of each National Science Foundation Specialist and is reflective of their individual expertise and interests.

**A. Program Development**

1. Collaborate in the design and implementation of grant-specific training modules.
- \*2. Implement program curriculum.
3. Recommend and participate in procedures to recruit students and industry partners to satisfy grant objectives.

**B. Classroom Responsibilities**

- \*1. Meet NSF program related classes/laboratories on days and times assigned.
- \*2. Develop and implement instruction for each class/laboratory period which is consistent with the official course outline.
- \*3. Develop and distribute during the first week of class, a written syllabus for each course to communicate to students course objectives, grading criteria, and classroom policies.
- \*4. Demonstrate respect for student rights as specified in District policy and applicable laws.
- \*5. Submit requisitions for textbooks and instructional materials in a timely manner.
- \*6. Refer students to tutoring and related student services when appropriate.
- \*7. Supervise students in off-campus activities when participation is expected as part of an NSF related course requirement or where such supervision is part of the instructor's load.
- \*8. Provide academic assistance and related services to students during scheduled office hours.

## **National Science Foundation Specialist (cont'd.)**

### **C. Curriculum Development**

1. Participate in the development and review of NSF curriculum as needed.

### **D. Evaluation of Students**

- \*1. Periodically evaluate student progress toward meeting course objectives; advise the students of course objectives, methods of evaluation and the results of the evaluation.
- \*2. Return assignments and examination results in a timely fashion.
- \*3. Assign grades to students in the manner provided by District policy and administrative procedure and prescribe by the Education Code and Title V regulations for the State of California.

### **E. Professional Development**

- \*1. Participate in required NSF professional development activities.
2. Participate in recommended NSF training programs.
3. Participate in institutional research activities related to the NSF grant.
- \*4. Attend/participate in professional conferences, seminars or meetings as indicated by NSF guidelines.

### **F. Additional Responsibilities**

1. Regularly attend and participate in department/division meetings for purposes of grant liaison.
2. Keep official records and collect data required by District policy and administrative procedures; submit records and data in accordance with college procedures.
3. Abide by departmental regulations concerning the proper use, care, and security of equipment.
4. Keep official records and collect data required by NSF Grant Guidelines.
5. Participate in project evaluation activities and produce and submit all required evaluational data.