FORM CONTENTS

IX-1 .......................................................................................................................... APPLICATION FOR SABBATICAL LEAVE

X-G1 .......................................................................................................................... STEP ONE COMPLAINT

X-G2 .......................................................................................................................... ASSOCIATION EVIDENCE

X-G3 .......................................................................................................................... MANAGEMENT EVIDENCE

X-G4 .......................................................................................................................... STEP ONE DECISION

X-G5 .......................................................................................................................... STEP ONE APPEAL TO MEDIATION

X-G6 .......................................................................................................................... NOTICE TO MEET WITH A MEDIATOR

X-G6A ......................................................................................................................... POSTPONEMENT OF MEDIATION

X-G7 .......................................................................................................................... CONCLUSION OF MEDIATION

X-G8 .......................................................................................................................... ARBITRATION APPROVAL REQUEST

XII-1 ......................................................................................................................... WORKLOAD REDUCTION WAIVER FORM

XII-2 ......................................................................................................................... WORKLOAD COMPUTATION FORM

XIII-E1 ....................................................................................................................... STUDENT EVALUATION FORM A: SMALL LECTURE/DISCUSSION COURSE

.................................................................................................................................. STUDENT EVALUATION FORM B: LARGE LECTURE COURSE

.................................................................................................................................. STUDENT EVALUATION FORM C: SEMINAR/DISCUSSION COURSE

.................................................................................................................................. STUDENT EVALUATION FORM E: SKILL ACQUISITION COURSE

.................................................................................................................................. STUDENT EVALUATION FORM H: LAB COURSE

.................................................................................................................................. STUDENT EVALUATION FORM J: CLINICAL/STUDIO COURSE94

.................................................................................................................................. STUDENT EVALUATION FORM L: ENGLISH AS A SECOND LANGUAGE COURSE

XIII-E2 ....................................................................................................................... CHEKLIST FOR COURSE MATERIALS

XIII-E3 ....................................................................................................................... PROCESS FOR CLASSROOM/INSTRUCTIONAL OBSERVATION

XIII-E4 ....................................................................................................................... STUDENT ADVISEMENT LOG

XIII-E5 ....................................................................................................................... COLLEGE SERVICE ACTIVITIES100

XIII-E6 ....................................................................................................................... FULL-TIME FACULTY SUMMARY EVALUATION

XIII-E7 ....................................................................................................................... PROFESSIONAL STAFF POSITION DESCRIPTION

XIII-E8 ....................................................................................................................... PROFESSIONAL STAFF SUMMARY EVALUATION

XIII-E9 ....................................................................................................................... PART-TIME FACULTY SUMMARY EVALUATION

XIII-E10 ..................................................................................................................... PART-TIME PROFESSIONAL STAFF SUMMARY EVALUATION

XX-1 ......................................................................................................................... DEPARTMENT CHAIR/CURRICULUM COORDINATOR (PROGRAM) EVALUATION FORM

XX-2 ......................................................................................................................... DEPARTMENT CHAIR (WORK AREA) EVALUATION FORM

XXI-1 ......................................................................................................................... CLASSIFICATION APPEALS: NOTICE TO UNIT MEMBER

XXI-2 ......................................................................................................................... CLASSIFICATION APPEALS: REQUEST FOR REVIEW BY HUMAN RESOURCES

XXI-3 ......................................................................................................................... CLASSIFICATION APPEALS: APPEAL TO CLASSIFICATION COMMITTEE

XXI-4 ......................................................................................................................... CLASSIFICATION APPEALS: PROFESSIONAL STAFF REQUEST FOR AUDIT REVIEW
NEW HIRE TABLE 1: INITIAL CLASSIFICATION PLACEMENT FOR NEW FT FACULTY AND FACULTY TRANSFERS
NEW HIRE TABLE 2: INITIAL CLASSIFICATION PLACEMENT FOR FT UNIT PROFESSIONALS, RECLASSIFICATIONS & TRANSFERS
MEMORANDUM OF AGREEMENT NO. 1
MEMORANDUM OF AGREEMENT NO. 2
MEMORANDUM OF AGREEMENT NO. 3
APPENDIX A
APPENDIX B
COST SAVINGS OPTIONS
CAS RESOLUTION
WRITTEN REQUEST TO ACCRETE POSITION INTO MCCC DAY UNIT
COLLEGE’S RESPONSE TO WRITTEN REQUEST TO ACCRETE POSITION INTO MCCC DAY UNIT
ACCRETION APPEAL TO JOINT CAS COMMITTEE
DECISION OF JOINT CAS COMMITTEE
INDIVIDUALIZED INSTRUCTION SPECIALISTS
PRINCIPLES STATEMENT ON STUDENT LEARNING OUTCOMES AND ASSESSMENT
SALARY GRID(S)
IX-1 APPLICATION FOR SABBATICAL LEAVE

Name ________________________________________________________________

College__________________________________Work Area________________________________

Number of years of seniority in the collective bargaining unit________________________

Number of years since last previous sabbatical________________________________________

Check the type of sabbatical for which you are applying:
( ) Half year leave at full salary
( ) Half year leave at half salary
( ) Full year leave at half salary
( ) Full year leave at half workload at full salary
( ) Full year leave at half workload at half salary

Date on which proposed sabbatical would begin ________________________________

Use the rest of this form and/or a separate sheet appended to this form to answer the following questions:

A. What activities will you do during the proposed sabbatical leave and what goals are these intended to achieve?

B. How will the proposed sabbatical meet the following criteria listed in section 9.01I2 of the collective bargaining agreement?
   The following criteria shall be considered in determining who shall be granted for sabbatical leave:
   (a) That the objectives of the sabbatical leave, if attained, would substantially contribute to the professional growth of the unit member.
   (b) That the objectives of the sabbatical leave, if attained, would assist the unit member in substantially contributing to institutional needs and attainment of institutional purposes.
   (c) That the unit member has the ability to achieve the goals of the project or plan based on the unit member’s past experience and formal educational background.
   (d) That the attainment of the objectives of sabbatical leave as proposed are realistic in terms of time, costs, and other related variables.
   (e) That there exists independent financial support from other funding sources concerned with the proposed plan or project where College funding sources are otherwise unavailable.
X-G1 STEP ONE COMPLAINT

TO PRESIDENT ________________________________________________________________

GRIEVANT ________________________________________________________________
(last) (first) (middle)

WORK AREA ________________________________________________________________

DATE(S) OF ALLEGED CONTRACT VIOLATION ____________________________

Statement of Grievance (State all known facts pertaining to the alleged breach on which the grievance is based. All evidence supporting your claim must be attached hereto. If additional space is needed, please attach additional pages, appropriately captioned.):

Specific Contract Provisions Alleged to Have Been Violated:

Remedy Requested:

______________________________________________________________
Signature Date

_________________________________ ____________________________
Home Address (include zip code) Telephone

cc: Dennis Fitzgerald, MCCC Grievance Coordinator, 170 Beach Road #52, Salisbury, MA 01952 Consultant for Higher Education/MCCC-DAY, MTA, 2 Heritage Drive, 8th Floor, Quincy, MA 02171 (optional address) President’s Designee, c/o of College Human Resources Department N.B. This complaint must be filed within 30 calendar days.
1. List on this cover sheet all documentary evidence you intend to use to support your grievance.

2. Attach copies of all evidence to this sheet and identify each document with the number assigned below.

**Description of Evidence**

(Include Dates of Correspondence)

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

<table>
<thead>
<tr>
<th>Description of Evidence</th>
<th>(Include Dates of Correspondence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
X-G3 MANAGEMENT EVIDENCE

For Board Use: __________________________
Year: __________________________
Board No.: __________________________

1. List on this cover sheet all documentary evidence you intend to use to support your finding.

2. Attach copies of all evidence to this sheet and identify each document with the number assigned below.

   Description of Evidence

   (Include Dates of Correspondence)

   1.

   2.

   3.

   4.

   5.

   6.

   7.

   8.

   9.

   10.
X-G4 STEP ONE DECISION

For Board Use:

Year:

Board No.:

GRIEVANT_____________________________________________________________

COLLEGE______________________________________________________________

After reviewing the complaint and supporting evidence attached thereto and after meeting with the grievant for the purpose of resolving the grievance on _____________, 20____, I make the following decision:

1. Statement of facts:

2. Issue(s) presented by the grievant, including specific contract provisions alleged to have been breached:

3. Decision and Reason(s) for Decision:

4. Remedy offered, if appropriate:

President or Designee____________________Date (must be issued within thirty (30) days after receipt of grievance)

cc: Consultant for Higher Education/MCCC-DAY, MTA, 2 Heritage Drive, 8th Floor, Quincy, MA 02171
Dennis Fitzgerald, MCCC Grievance Coordinator, 170 Beach Road #52, Salisbury, MA 01952

N.B. You have the right to appeal this Decision to Step Two by filing an appeal on Form G5 within ten (10) calendar days after receipt of this Decision.
TO: Office of the General Counsel  
Massachusetts Community Colleges  
c/o Middlesex Community College  
591 Springs Road, Building 2  
Bedford, MA 01730

FROM: Grievant _____________________________________________________________

Grievance Issues __________________________________________________________

I hereby appeal the Step One Decision of the President of ____________________________ Community College.

________________________________________
Signature __________________________
Date

_____________________________________
Home Address (include zip code)

_____________________________________
Telephone Number

cc: Consultant for Higher Education/MCCC-DAY, MTA, 2 Heritage Drive, 8th Floor, Quincy, MA 02171  
Dennis Fitzgerald, MCCC Grievance Coordinator, 170 Beach Road #52, Salisbury, MA 01952  
College President  
N.B. This appeal must be filed within ten (10) calendar days after receipt of the Step One Decision.
STEP TWO

X-G6 NOTICE TO MEET WITH A MEDIATOR

Grievant: ________________________________
(last) (first) (middle)

Home Address: ________________________________

Date Grievance was Received: ________________________________

Issue: ________________________________

This is to acknowledge receipt of your above-mentioned grievance and to advise you that mediation has been scheduled at:
Place: ________________________________
Union – Room: ________________________________
College – Room: ________________________________
Date/Time: ________________________________

Would you arrange your employee responsibilities in order to attend this mediation as the time restraints under the contract require a meeting within forty (40) days from receipt of your grievance.

Name ________________________________ Date ________________________________

Office of the General Counsel, Massachusetts Community Colleges
c/o Middlesex Community College
591 Springs Road, Building 2
Bedford, MA 01730

cc: Consultant for Higher Education/MCCC-DAY, MTA, 2 Heritage Drive, 8th Floor, Quincy, MA 02171
Dennis Fitzgerald, MCCC Grievance Coordinator, 170 Beach Road #52, Salisbury, MA 01952
College President
STEP TWO

X-G6a POSTPONEMENT OF MEDIATION

For Board Use:
Year:
Board No.:

Grievant: ___________________________
          (last) (first) (middle)

College: _______________________________

Issue: __________________________________

This is to acknowledge that the parties agree to extend the time limits for mediating the above-referenced grievance until:

Mediation Date: __________________________

For the Employer

For the Association

Labor Counsel

Dennis Fitzgerald
MCCC Grievance Coordinator

Date

Date
X-G7 CONCLUSION OF MEDIATION

For Board Use:

<table>
<thead>
<tr>
<th>Year:</th>
<th>Board No.:</th>
</tr>
</thead>
</table>

Grievant_________________________________College____________________________________

Issue__________________________________________________________________________

Mediation shall conclude in one of the following ways:

1. By the execution of the attached settlement agreement by the parties.

2. By declaration of the mediator:
   Mediator ____________________________ Date ________________________

3. By declaration of the MCCC:
   MCCC Grievance Coordinator __________ Date ________________________

4. By declaration of the employer:
   Commissioner’s Designee __________________ Date ________________________

5. By declaration of both parties:
   MCCC Grievance Coordinator __________ Date ________________________
   Commissioner’s Designee __________________ Date ________________________

cc: Consultant for Higher Education/MCCC-DAY, MTA, 2 Heritage Drive, 8th Floor, Quincy, MA 02171
Dennis Fitzgerald, MCCC Grievance Coordinator, 170 Beach Road #52, Salisbury, MA 01952
Office of the General Counsel, Massachusetts Community Colleges, c/o Middlesex Community College, 591 Springs Road, Building 2, Bedford, MA 01730

N.B. Only the MCCC/MTA has the right to certify a grievance to arbitration. An arbitration approval request (Form G8) must be submitted to the MCCC Grievance Coordinator within ten (10) calendar days after mediation has been concluded without a settlement agreement.
X-G8 ARBITRATION APPROVAL REQUEST

To be completed by the grievant and forwarded to the Grievance Coordinator within ten (10) calendar days after receipt of the Conclusion of Mediation.

TO:         Dennis Fitzgerald  
MCCC Grievance Coordinator  
170 Beach Road #52  
Salisbury, MA  01952

FROM:     Grievant___________________________________________________________  
College ____________________________________________________________

Please be advised that I am hereby submitting notice of my election to proceed to Step three of the grievance procedure.  I am requesting that my grievance be approved for arbitration by the MCCC/MTA Executive Committee.

REASONS FOR THE DECISION:  _____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature                        Date

________________________________________________________________________

Home Address (include zip code)

________________________________________________________________________

Telephone Number

cc:  Consultant for Higher Education/MCCC-DAY, MTA, 2 Heritage Drive, 8th Floor, Quincy, MA 02171
N.B.  This appeal must be filed within ten (10) calendar days after the conclusion of mediation.
Pursuant to Article 12.03.B.1.b, I have requested and voluntarily agree to teach more than three (3) preparations per semester or more than five (5) preparations per year without a corresponding workload reduction for the __________ (semester/year).

Date: ______________________________

Signed: _____________________________

Signed: _____________________________

Signed: _____________________________
NOTE: This form will be distributed as a separate electronic document. It will be included on this page in the printed version of the collective bargaining agreement.
NOTE: This form will be distributed as a separate electronic document. It will be included on this page in the printed version of the collective bargaining agreement.
XIII-E1 Student Evaluation Form A: Small Lecture/Discussion Course

**Instructional Assessment System**

Fill in bubbles darkly and completely. Erase errors cleanly.

Instructor ___________________________ Course ___________________________ Section ______ Date ______

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

<table>
<thead>
<tr>
<th>1. The course as a whole was:</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The course content was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The instructor's contribution to the course was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The instructor's effectiveness in teaching the subject matter was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Course organization was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Clarity of instructor's voice was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Explanations by instructor were:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Instructor's ability to present alternative explanations when needed was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Instructor's use of examples and illustrations was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Quality of questions or problems raised by instructor was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Student confidence in instructor's knowledge was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Instructor's enthusiasm was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Encouragement given students to express themselves was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Answers to student questions were:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Availability of extra help when needed was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Use of class time was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Instructor's interest in whether students learned was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Amount you learned in the course was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Relevance and usefulness of course content were:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Evaluative and grading techniques (tests, papers, projects, etc.) were:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Reasonableness of assigned work was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Clarity of student responsibilities and requirements was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Relative to other college courses you have taken:**

<table>
<thead>
<tr>
<th>23. Do you expect your grade in this course to be:</th>
<th>Much Higher</th>
<th>Average</th>
<th>Much Lower</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. The intellectual challenge presented was:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. The amount of effort you put into this course was:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. The amount of effort to succeed in this course was:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Your involvement in this course (doing assignments, attending classes, etc.) was:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?</th>
<th>Under 2</th>
<th>6 - 7</th>
<th>12 - 13</th>
<th>18 - 19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 - 3</td>
<td>8 - 9</td>
<td>14 - 15</td>
<td>20 - 21</td>
</tr>
<tr>
<td></td>
<td>4 - 5</td>
<td>10 - 11</td>
<td>16 - 17</td>
<td>22 or more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>29. From the total average hours above, how many do you consider were valuable in advancing your education?</th>
<th>Under 2</th>
<th>6 - 7</th>
<th>12 - 13</th>
<th>18 - 19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 - 3</td>
<td>8 - 9</td>
<td>14 - 15</td>
<td>20 - 21</td>
</tr>
<tr>
<td></td>
<td>4 - 5</td>
<td>10 - 11</td>
<td>16 - 17</td>
<td>22 or more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30. What grade do you expect in this course?</th>
<th>A (3.9-4.0)</th>
<th>B (2.9-3.1)</th>
<th>C (1.9-2.1)</th>
<th>D (0.9-1.1)</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A- (3.5-3.8)</td>
<td>B- (2.5-2.8)</td>
<td>C- (1.5-1.8)</td>
<td>D- (0.7-0.8)</td>
<td>Credit</td>
</tr>
<tr>
<td></td>
<td>B+ (3.2-3.4)</td>
<td>C+ (2.2-2.4)</td>
<td>D+ (1.2-1.4)</td>
<td>E (0.0)</td>
<td>No Credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>31. In regard to your academic program, is this course best described as:</th>
<th>In your major?</th>
<th>A distribution requirement?</th>
<th>An elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your minor?</td>
<td>A program requirement?</td>
<td>Other?</td>
<td></td>
</tr>
</tbody>
</table>
Student Evaluation Form B: Large Lecture Course

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

2. The course content was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

3. The instructor's contribution to the course was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

4. The instructor's effectiveness in teaching the subject matter was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

5. Course organization was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

6. Sequential presentation of concepts was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

7. Explanations by instructor were:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

8. Instructor's ability to present alternative explanations when needed was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

9. Instructor's use of examples and illustrations was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

10. Instructor's enhancement of student interest in the material was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

11. Student confidence in instructor's knowledge was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

12. Instructor's enthusiasm was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

13. Clarity of course objectives was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

14. Interest level of class sessions was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

15. Availability of extra help when needed was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

16. Use of class time was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

17. Instructor's interest in whether students learned was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

18. Amount you learned in the course was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

19. Relevance and usefulness of course content were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

20. Evaluative and grading techniques (tests, papers, projects, etc.) were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

21. Reasonableness of assigned work was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

22. Clarity of student responsibilities and requirements was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

24. The intellectual challenge presented was:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

25. The amount of effort you put into this course was:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

26. The amount of effort to succeed in this course was:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

27. Your involvement in this course (doing assignments, attending classes, etc.) was:
    - Under 10
    - 11 - 15
    - 16 - 17
    - 18 - 21
    - 22 or more

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19
    - 20 - 21
    - 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19
    - 20 - 21
    - 22 or more

30. What grade do you expect in this course?
    - A (3.9-4.0)
    - B (2.9-3.1)
    - C (1.9-2.1)
    - D (0.9-1.1)
    - F (0.0)
    - Pass
    - Credit
    - No Credit

31. In regard to your academic program, is this course best described as:
    - In your major?
    - A distribution requirement?
    - An elective?
    - In your minor?
    - A program requirement?
    - Other?
# Student Evaluation Form C: Seminar/Discussion Course

**Instructor** | **Course** | **Section** | **Date**
--- | --- | --- | ---

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

2. The course content was:
   - 

3. The instructor’s contribution to the course was:
   - 

4. The instructor’s effectiveness in teaching the subject matter was:
   - 

5. Course organization was:
   - 

6. Instructor’s preparation for class was:
   - 

7. Instructor as a discussion leader was:
   - 

8. Instructor’s contribution to discussion was:
   - 

9. Conduciveness of class atmosphere to student learning was:
   - 

10. Quality of questions or problems raised was:
    - 

11. Student confidence in instructor’s knowledge was:
    - 

12. Instructor’s enthusiasm was:
    - 

13. Encouragement given to students to express themselves was:
    - 

14. Instructor’s openness to student views was:
    - 

15. Interest level of class sessions was:
    - 

16. Use of class time was:
    - 

17. Instructor’s interest in whether students learned was:
    - 

18. Amount you learned in the course was:
    - 

19. Relevance and usefulness of course content were:
    - 

20. Evaluative and grading techniques (tests, papers, projects, etc.) were:
    - 

21. Reasonableness of assigned work was:
    - 

22. Clarity of student responsibilities and requirements was:
    - 

### Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:
   - Much Higher
   - Average
   - Much Lower

24. The intellectual challenge presented was:
   - 

25. The amount of effort you put into this course was:
   - 

26. The amount of effort to succeed in this course was:
   - 

27. Your involvement in this course (doing assignments, attending classes, etc.) was:
   - 

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
   - Under 2
   - 2-3
   - 4-5
   - 6-7
   - 8-9
   - 10-11
   - 12-13
   - 14-15
   - 16-17
   - 18-19
   - 20-21
   - 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
   - Under 2
   - 2-3
   - 4-5
   - 6-7
   - 8-9
   - 10-11
   - 12-13
   - 14-15
   - 16-17
   - 18-19
   - 20-21
   - 22 or more

30. What grade do you expect in this course?
   - A (3.9-4.0)
   - B (2.9-3.1)
   - C (1.9-2.1)
   - D (0.9-1.1)
   - Pass
   - A- (3.5-3.8)
   - B- (2.5-2.8)
   - C- (1.5-1.8)
   - D- (0.7-0.8)
   - Credit
   - B+ (3.2-3.4)
   - C+ (2.2-2.4)
   - D+ (1.2-1.4)
   - E (0.0)
   - No Credit

31. In regard to your academic program, is this course best described as:
   - In your major?
   - A distribution requirement?
   - An elective?
   - In your minor?
   - A program requirement?
   - Other?
Student Evaluation Form E: Skill Acquisition Course

Instructor Assessment System

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was:  
   Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

2. The course content was:  
   Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

3. The instructor’s contribution to the course was:  
   Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

4. The instructor’s effectiveness in teaching the subject matter was:  
   Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

5. Opportunity for practicing what was learned was:  
   Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

6. Sequential development of skills was:  
   Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

7. Explanations of underlying rationales for new techniques or skills were:  
   Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

8. Demonstrations of expected skills were:  
   Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

9. Instructor’s confidence in students’ ability was:  
   Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

10. Recognition of student progress by instructor was:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

11. Student confidence in instructor’s knowledge was:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

12. Freedom allowed students to develop own skills and ideas was:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

13. Instructor’s ability to deal with student difficulties was:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

14. Tailoring of instruction to varying student skill levels was:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

15. Availability of extra help when needed was:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

16. Use of class time was:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

17. Instructor’s interest in whether students learned was:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

18. Amount you learned in the course was:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

19. Relevance and usefulness of course content were:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

20. Evaluative and grading techniques (tests, papers, projects, etc.) were:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

21. Reasonableness of assigned work was:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

22. Clarity of student responsibilities and requirements was:  
    Excellent ☐  Very Good ☐  Good ☐  Fair ☐  Poor ☐  Very Poor ☐

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:  
    Much Higher ☐  Higher ☐  Average ☐  Lower ☐  Much Lower ☐

24. The intellectual challenge presented was:  
    Much Higher ☐  Higher ☐  Average ☐  Lower ☐  Much Lower ☐

25. The amount of effort you put into this course was:  
    Much Higher ☐  Higher ☐  Average ☐  Lower ☐  Much Lower ☐

26. The amount of effort to succeed in this course was:  
    Much Higher ☐  Higher ☐  Average ☐  Lower ☐  Much Lower ☐

27. Your involvement in this course (doing assignments, attending classes, etc.) was:  
    Much Higher ☐  Higher ☐  Average ☐  Lower ☐  Much Lower ☐

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?  
    Under 2 ☐  2 - 3 ☐  4 - 5 ☐  6 - 7 ☐  8 - 9 ☐  10 - 11 ☐  12 - 13 ☐  14 - 15 ☐  16 - 17 ☐  18 - 19 ☐  20 - 21 ☐  22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?  
    Under 2 ☐  2 - 3 ☐  4 - 5 ☐  6 - 7 ☐  8 - 9 ☐  10 - 11 ☐  12 - 13 ☐  14 - 15 ☐  16 - 17 ☐  18 - 19 ☐  20 - 21 ☐  22 or more

30. What grade do you expect in this course?  
    A (3.9-4.0) ☐  B (3.0-3.9) ☐  C (2.0-2.9) ☐  D (1.0-1.9) ☐  F (0.0-0.9) ☐  Pass ☐  Credit ☐  No Credit

31. In regard to your academic program, is this course best described as:  
    In your major? ☐  A distribution requirement? ☐  An elective? ☐  In your minor? ☐  A program requirement? ☐  Other? ☐
Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The lab section as a whole was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

2. The content of the lab section was:
   -

3. The lab instructor's contribution to the course was:
   -

4. The lab instructor's effectiveness in teaching the subject matter was:
   -

5. Explanations by the lab instructor were:
   -

6. Lab instructor's preparedness for lab sessions was:
   -

7. Quality of questions or problems raised by the lab instructor was:
   -

8. Lab instructor's enthusiasm was:
   -

9. Student confidence in lab instructor's knowledge was:
   -

10. Lab instructor's ability to solve unexpected problems was:
    -

11. Answers to student questions were:
    -

12. Interest level of lab sessions was:
    -

13. Communication and enforcement of safety procedures were:
    -

14. Lab instructor's ability to deal with student difficulties was:
    -

15. Availability of extra help when needed was:
    -

16. Use of lab section time was:
    -

17. Lab instructor's interest in whether students learned was:
    -

18. Amount you learned in the lab sections was:
    -

19. Relevance and usefulness of lab section content were:
    -

20. Coordination between lectures and lab activities was:
    -

21. Reasonableness of assigned work for lab section was:
    -

22. Clarity of student responsibilities and requirements was:
    -

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:
    - Much Higher
    - Average
    - Much Lower

24. The intellectual challenge presented was:
    -

25. The amount of effort you put into this course was:
    -

26. The amount of effort to succeed in this course was:
    -

27. Your involvement in this course (doing assignments, attending classes, etc.) was:
    -

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
   - Under 2
   - 2 - 3
   - 4 - 5
   - 6 - 7
   - 8 - 9
   - 10 - 11
   - 12 - 13
   - 14 - 15
   - 16 - 17
   - 18 - 19
   - 20 - 21
   - 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
   - Under 2
   - 2 - 3
   - 4 - 5
   - 6 - 7
   - 8 - 9
   - 10 - 11
   - 12 - 13
   - 14 - 15
   - 16 - 17
   - 18 - 19
   - 20 - 21
   - 22 or more

30. What grade do you expect in this course?
    - A (4.0)
    - A- (3.7)
    - B+ (3.3)
    - B (3.0)
    - B- (2.7)
    - C+ (2.3)
    - C (2.0)
    - C- (1.7)
    - D+ (1.3)
    - D (1.0)
    - D- (0.7)
    - F (0.0)

31. In regard to your academic program, is this course best described as:
    - In your major?
    - A distribution requirement?
    - An elective?
    - In your minor?
    - A program requirement?
    - Other?
Student Evaluation Form J: Clinical/Studio Course

Instructor ____________________________ Course ____________________________ Section ____________________________

Clinical Site (if appropriate) ____________________________ Date ____________________________

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The rotation/studio as a whole was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

2. The procedures/skills taught were:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

3. The instructor’s contribution to the rotation/studio was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

4. The instructor’s effectiveness in teaching was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

Rate your instructor on each of the following:

5. Knowledgeable and analytical
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

6. Clear and organized
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

7. Enthusiastic and stimulating
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

8. Challenging
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

9. Established rapport
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

10. Actively involved me in learning experiences
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

11. Provided direction and feedback
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

12. Demonstrated clinical/professional skills and procedures
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

13. Accessible
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

14. Your involvement with the instructor:
    - Extensive
    - Considerable
    - Moderate
    - Slight

15. On average, how many hours per week have you spent on this rotation/studio?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 20 - 21
    - 22 or more

16. From the total average hours above, how many do you consider were valuable in advancing your education?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 20 - 21
    - 22 or more

17. Year in program:
    - First
    - Second
    - Third
    - Fourth or more

18. Your program (choose one):
    - Baccalaureate
    - Masters
    - PhD
    - Professional
    - Resident
    - Post-doctoral fellow
    - Other
Student Evaluation Form L: English as a Second Language Course

Instructor ____________________ Course ____________ Section ______ Date ______

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

The course
1. This course is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
2. The content of this course is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
3. The amount I have learned in this course is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
4. The usefulness of assignments (class projects OR homework, etc.) is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
5. The usefulness of the materials (handouts OR media, etc.) is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor

The instructor
6. This instructor's teaching is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
7. Explanations by the instructor are: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
8. The instructor's knowledge of the subject is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
9. The instructor's interest in helping students learn is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
10. The feedback the instructor gives me is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
11. The interaction between the instructor and students is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
12. The presentation of the lessons is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
13. The opportunity to ask questions I have in this class is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
14. The organization of the lessons is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor
15. The instructor's use of class time is: __ Excellent, __ Very Good, __ Good, __ Fair, __ Poor, __ Very Poor

About you
16. I do my work for this class. __ Strongly agree, __ Somewhat agree, __ Somewhat disagree, __ Strongly disagree
17. This course is a good level for me. __ Strongly agree, __ Somewhat agree, __ Somewhat disagree, __ Strongly disagree
18. I wanted to take this course. __ Strongly agree, __ Somewhat agree, __ Somewhat disagree, __ Strongly disagree
19. Your age: __ 21 or younger, __ 22-24, __ 25-27, __ 28 or older
20. Your gender: __ Male, __ Female

21. The level of education you have completed (choose one):
   - High school
   - Vocational/technical school
   - Currently in college or university
   - 2-year college degree
   - 4-year college degree
   - Masters degree
   - PhD degree
   - Professional degree
   - Other

22. How long have you studied English? __ 0-2 years, __ 3-5 years, __ 6-10 years, __ 11+ years

23. What world region do you come from (choose one)?
   - Africa
   - East Asia
   - Central Asia
   - Indian Subcontinent
   - Latin America
   - Near and Middle East
   - Pacific Islands
   - Southeast Asia
   - Europe

24. What is your native language (choose one)?
   - Amharic
   - Arabic
   - Bulgarian
   - Cambodian
   - Chinese
   - Czech/Slovak
   - English
   - French
   - German
   - Greek
   - Hebrew
   - Hindi
   - Hungarian
   - Indonesian
   - Italian
   - Japanese
   - Korean
   - Malay
   - Pashto
   - Persian
   - Polish
   - Portuguese
   - Romanian
   - Russian
   - Scandinavian language
   - Serbian/Croatian
   - Spanish
   - Swahili
   - Tagalog
   - Thai
   - Tigrina
   - Turkish
   - Urdu
   - Vietnamese
   - Wolof
   - Zulu
   - Other

25. How did you learn about this language program?
   - A friend or relative
   - The Internet
   - An advertisement
   - My school
   - Other

Mark Reflex® forms by Pearson NCS MM25102-1 694321 Printed in U.S.A. ©1995, University of Washington - Office of Educational Assessment
XIII-E2 CHECKLIST FOR COURSE MATERIALS

Faculty Member: ________________________________________________

Course Title and section: __________________________________________

Year and Semester: ______________________________________________

____ 1. Instructor's Name, office location, email address, and telephone number (either college, administrative assistant, or office)

____ 2. Course Title/Number

____ 3. Meeting days and times

____ 4. General course description and prerequisites (according to College catalogue)

____ 5. All required course readings (whether written or electronic), including information on publisher and edition used or website address or link

____ 6. Student Learning Outcomes (list)*

____ 7. Teaching procedures (briefly describe)

____ 8. Course topics and/or assignments and/or required and/or supplemental reading

____ 9. Tentative test schedule/assignment(s) schedule

____ 10. Basis for student grading and calculation of final grade as well as criteria for evaluating student performance

____ 11. Attendance policy

____ 12. Institutional Disability Services statement

If any of the above are missing or if the evaluator has concerns, the unit member will be notified and given an opportunity to submit the missing materials and respond to the concerns within fourteen (14) calendar days.

*See #6 in the “Principals Statement on Student Learning Outcomes and Assessment” (Appendix A in the contract).

Evaluator’s Signature ------------------------------------------ Date
Instructor: ________________________________________________________________
Evaluator: __________________________ Title: ________________________________
Campus: __________________________________________________________________
Department: __________________________________________________________________
Class to be observed:
Course __________________________ Pre-Conference (if appropriate)__________
Date: ____________________________ Date: ________ Time: ____________________
Time: ____________________________ Post-Conference (if appropriate)__________
Room: ____________________________ Date: ________ Time: ____________________

1. Relationship of class content to instructional objectives of course:

2. Appropriateness of instructor’s teaching methods to attainment of the stated instructional objectives:

3. Effectiveness of the instructor’s teaching methods:

4. Instructor’s ability to develop and maintain appropriate student interest:
5. Instructor’s ability to organize and present course content and material:

6. Instructor’s ability to respond to student questions:

7. Evaluator’s summary of instructional performance:

Faculty Member’s Comments (if any):

I have read and received a copy of this evaluation:

Evaluator  Faculty Member
Date: ___________________  Date: ___________________

If the faculty member wishes to respond to this evaluation, he/she must do so within seven (7) days.
XIII-E4 STUDENT ADVISEMENT LOG

Advisor: ___________________________  Semester: ___________________________  Year: ______________
Evaluator: ___________________________  Title: ___________________________  Date Submitted: ______________
Department/Program: ___________________________  Division: ___________________________

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Program</th>
<th>Date of Conference</th>
<th>Recommendation/ Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

88
XIII-E5 COLLEGE SERVICE ACTIVITIES

Unit Member: ____________________________________________________________

Department/Program: ____________________________________________________

Division: _______________________________________________________________

Evaluator: _______________________________________________________________

1. No later than October 15th for the fall semester and February 15th for the spring semester, list the college service activities assigned pursuant to Article XIII, Section 13.02B4 and 13.03B3.

2. Activities Completed and Brief Summary of Work

<table>
<thead>
<tr>
<th>Date(s) of Participation (if applicable)</th>
</tr>
</thead>
</table>

3. Attach any documentation which evidences participation in the college service activities set forth above (if requested).

I hereby certify that I have participated in the college service activities as set forth above.

________________________________________
Unit Member

Date: ___________________
XIII-E6 FULL-TIME FACULTY SUMMARY EVALUATION

Faculty Member: ________________________________________________________________

Department/Program: ____________________________________________________________

Division: ___________________________________________________________________

Evaluator: ______________________ Title: ____________________________________________

1. Overall Student Evaluation Scores for each Class:

<table>
<thead>
<tr>
<th>Class and Section</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

Average Score for all Classes: ________________

___________________________
Student Evaluation - Evaluator's Comments:

________________________________________
Course Materials - Evaluator's Comments:

________________________________________
College Service - Evaluator's Comments:
Student advising or recruitment activities (if any): - Evaluator's Comments:

Classroom/instructional performance - Attached

Personnel File Review - Evaluator's Comments:

Evaluate the Overall Performance of the Instructor:

Faculty Member's Comments (If any):

I have read and received a copy of this evaluation.

Evaluator

Faculty Member

Date

Date

Note: A faculty member deemed unsatisfactory is ineligible for sabbatical leave, professional leave, tenure, promotion, performance-based awards and certain salary increases.
XIII-E7 PROFESSIONAL STAFF POSITION DESCRIPTION
Shall Be Updated Annually*

Period Covered by this E-7: July 1, 20____ to June 30, 20____ (Due July 1)

Professional Staff Member:____________________________________________________________

Job Title:____________________________________________________________________________

Department/Work Area:________________________________________________________________

President or Designee:________________________________________________________

Format the E7 as follows (use additional pages as necessary):

Job Description Item (Goal) [use I, II, III, ...]

Objective(s) (if appropriate and mutually agreed) Item(s) [use A, B, C, ...]

Activities/Methods Item(s) [are 1, 2, 3,

College Service:

__________________________________________________________________________

President or Designee

Date________________________________

Professional Staff Member

Date________________________________

*Per 12.04.A.1, if substantive and ongoing duties are modified and/or added, the E-7 shall be rewritten.
XIII-E8 PROFESSIONAL STAFF SUMMARY EVALUATION

Professional Staff Member: ____________________________________________

Department/Work Area: ________________________________________________

Job Title: _____________________________________________________________

Evaluator: ____________________________ Title: _____________________________

Period covered by this evaluation _______ to________

College service - Evaluator's Comments:

_____________________________________________________________________

Student advising or recruitment activities (if any) - Evaluator's Comments:

_____________________________________________________________________

_____________________________________________________________________
Work performance evaluation - Evaluator's Comments:

Personnel File Review - Evaluator's Comments:

Evaluate Overall Performance of Professional Staff Member:

Professional Staff Member's Comments (If any):

I have read and received a copy of this evaluation.

Evaluator

Professional Staff Member

Date

Date

Note: A professional staff member deemed unsatisfactory is ineligible for sabbatical leave, professional leave, tenure, promotion or performance-based awards.
XIII-E9 PART-TIME FACULTY SUMMARY EVALUATION

Faculty Member: ________________________________

Department/Program: ________________________________

Division: ________________________________

Evaluator: __________________________ Title: ________________________________

1. Overall Student Evaluation Scores for each Class - FIRST APPOINTMENT:

<table>
<thead>
<tr>
<th>Class and Section</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Average Score for all Classes: ____________

Student Evaluation - Evaluator's Comments:

Course Materials - Evaluator's Comments:

Personnel File Review - Evaluator's Comments:

Faculty Member's Comments (If any)
1. Overall Student Evaluation Scores for each Class - **SECOND APPOINTMENT**:

<table>
<thead>
<tr>
<th>Class and Section</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Average Score for all Classes: _______________

_________________________________________________________________
Student Evaluation - Evaluator's Comments:

_________________________________________________________________
Course Materials - Evaluator's Comments:

_________________________________________________________________
Personnel File Review - Evaluator's Comments:

_________________________________________________________________
Faculty Member's Comments (If any):

Overall Student Evaluation Scores for each Class - **THIRD APPOINTMENT**:

<table>
<thead>
<tr>
<th>Class and Section</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Average Score for all Classes: _______________
Student Evaluation - Evaluator's Comments:

Course Materials - Evaluator's Comments:

Personnel File Review:

Classroom/Instructional Performance - SEE ATTACHMENT:

Evaluate overall performance of instructor:

Faculty Member's Comments (If any):

I have read and received a copy of this evaluation.

Evaluator

Faculty Member

Date

Date

If the faculty member wishes to respond to the evaluation, the faculty member must do so within seven (7) working days.
XIII-E10 PART-TIME PROFESSIONAL STAFF SUMMARY EVALUATION

Professional Staff Member:_________________________________________________

Department/Work Area:____________________________________________________

Job Title:________________________________________________________________

Evaluator:____________________________Title:_______________________________

Period covered by this evaluation ______ to_______

________________________________________________________________________

College service - Evaluator's Comments:

________________________________________________________________________

Student advising or recruitment activities (if any) - Evaluator's Comments:

________________________________________________________________________

Work performance evaluation - Evaluator's Comments:
Personnel File Review:

Evaluate Overall Performance of Professional Staff Member:

Professional Staff Member's Comments (If any):

I have read and received a copy of this evaluation.

Evaluator

Professional Staff Member

Date

Date
**XX-1 DEPARTMENT CHAIR/CURRICULUM COORDINATOR (PROGRAM) EVALUATION FORM**

Name of Department Chair/Curriculum Coordinator Being Evaluated:

________________________________________

Date:___________________________________

**Directions**: The evaluations by unit members shall be used for the sole purpose of the recommendation to appoint/non-reappoint the Department Chair. The evaluation of the Department Chair/Program Coordinator shall include the evaluation by each unit member within the work area/program. If the question does not apply, write "not applicable."

1. Does the Department Chair (Program) assist in the recruitment and orientation of new instructional staff and if yes, how effectively?

2. Does the Department Chair (Program) advise in the instructional competency of all applicants for vacant positions after consultation with members of the program unit and if yes, how effectively?

3. Does the Department Chair (Program) submit the preferred subject matter preparation and class schedule of unit members within the Department Chair’s program consistent with Article XXI and if yes, how effectively?

4. Does the Department Chair (Program) supervise the development of instructional materials and assist in conducting research on the effectiveness of the instructional program consistent with the philosophy and objectives of the College, the requirements of external and/or regulatory agencies and Article VII and if yes, how effectively?

5. Does the Department Chair (Program) assist in the implementation of the evaluation process as stated in Article XIII relative to:
   a. The process of evaluation of course materials and if yes, how effectively?
   b. The process for classroom observation in a clinical or laboratory-like setting wherein the student is developing a variety of occupational and/or pre-professional skills fundamental to the students' performance after completion of designated program and if yes, how effectively?
6. Does the Department Chair (Program) encourage faculty to develop new methods of instruction and if yes, how effectively?

7. Does the Department Chair (Program) cooperate and facilitate cooperation with other program areas and/or departments, learning resources, student services and administrative services within the College and if yes, how effectively?

8. Does the Department Chair (Program) assist in the development, dissemination and implementation of Board/ College policies, regulations and procedures which affect the department/program and if yes, how effectively?

9. Are liaisons with external agencies that are essential to the implementation of the program effective and if yes, how effective?

10. Does the Department Chair (Program) convene department meetings when needed and if yes, how effectively?

Faculty Member's Comments (if any):

Tear Off

Evaluator: _______________________________
Date: ____________________________________

Unit Member will sign before returning to President’s designee

Evaluator: _______________________________
Date: ________________________________

Please sign this form in the space at the bottom. Unsigned forms cannot be used. When you have completed this form and signed it, tear the signature section from the sheet along the dotted line and hand the two parts separately to the President or the President’s designee who will make sure that one of the matching sequence numbers is on each part you hand in.
XX-2 DEPARTMENT CHAIR (WORK AREA) EVALUATION FORM

Name of Department Chair/Work Area Being Evaluated:

________________________________________

Date:___________________________________

Directions: The evaluations by unit members shall be used for the sole purpose of the recommendation to appoint/non-reappoint the Department Chair. The evaluation of the Department Chair/Work Area Coordinator shall include the evaluation by each unit member within the work area/Work Area. If the question does not apply, write "not applicable."

1. Does the Department Chair (Work Area) assist in the recruitment and orientation of new instructional staff and if yes, how effectively?

2. Does the Department Chair (Work Area) advise in the instructional competency of all applicants for vacant positions after consultation with members of the Work Area unit and if yes, how effectively?

3. Does the Department Chair (Work Area) submit the preferred subject matter preparation and class schedule of unit members within the Department Chair’s Work Area consistent with Article XXI and if yes, how effectively?

4. Does the Department Chair (Work Area) assist in the implementation of the evaluation process as stated in Article XIII relative to the process of evaluation of course materials and if yes, how effectively?

5. Does the Department Chair (Work Area) assist in the development, dissemination and implementation of Board/College policies, regulations and procedures which affect the department/Work Area and if yes, how effective?
6. Does the Department Chair (Work Area) convene department meetings when needed and if yes, how effectively?

_________________________________________________________________

Faculty Member's Comments (if any):

Tear Off

Unit Member will sign before returning to President’s designee

Evaluator: ____________________________

Date: ______________________________

Please sign this form in the space at the bottom. Unsigned forms cannot be used. When you have completed this form and signed it, tear the signature section from the sheet along the dotted line and hand the two parts separately to the President or the President’s designee who will make sure that one of the matching sequence numbers is on each part you hand in.
XXI-CLASSIFICATION APPEALS
NEW HIRE
NOTICE TO UNIT MEMBERS

Date
Unit Member
Home Address

RE: Classification Points Allocated to Your Position

Enclosed is your completed data form (MOO2/MOO4) that reflects the points allocated to your current position at the time of your hire. The points are calculated as part of the classification system and resulted in the salary level determination for your current position.

As part of the classification system you are afforded an opportunity to review the point calculation and have that calculation reviewed should you believe there is some error. In the event you want the Human Resource office to review your point calculation you must file the Point Calculation Request for Review form with the Human Resource office within sixty (60) days.

The Human Resource office must issue a decision of its review in writing to you no later than fourteen (14) days from receipt of your request for review. You then have the right to appeal the decision of the Human Resource office to the Classification Appeals Committee by no later than ten days of receipt of the Human Resource office decision. Should you decide to file such an appeal you may do so by completing the Classification Appeal Form and mailing it to the MCCC address shown on the appeal form (the form will be mailed to you along with the review decision of the Human Resource Office).
XXI-2-CLASSIFICATION APPEALS  
Request for review by Human Resources Department  

MCCC UNIT MEMBER  
POINT CALCULATION REQUEST FOR REVIEW FORM  
MASSACHUSETTS BOARD OF HIGHER EDUCATION  
MASSACHUSETTS COMMUNITY COLLEGE SYSTEM  

MCCC Faculty and Professional Staff may request a review of their initial classification point calculation determined by the college to calculate salary rate.  

All requests must be submitted within sixty (60) days of notice of a point calculation.  

The following materials should be consulted by the unit member in completing this request for a point calculation review form:  

a) Faculty or Professional Staff Data Form (MOO2/MOO4)  
b) Compensation Structure Form (Salary Grid Calculation Form)  

Be sure to complete every question:  

Unit Member Name: _____________________________ College: _____________________________  

Please print  

College Email: _____________________________ College Tel: _____________________________  

College Address: _____________________________  

Please indicate the basis of your request for a review:  

The points in the faculty or professional staff data form (MOO2/MOO4) form, are not consistent with the Compensation Structure Form (Salary Grid Calculation Form).  

Please provide a summary of the problem(s) you have identified and attached a corrected Compensation Structure Form.  

__________________________________________________________________________  

__________________________________________________________________________  

__________________________________________________________________________  

__________________________________________________________________________  

This request for review form must be submitted to your Human Resource office within sixty (60) days receipt of your new/updated data form (MOO2/MOO4).  

Name (Please Print)  

_________________________________________  

Signature  

_________________________________________  

Date  

Attach additional evidence or responses as necessary.
XXI-3-CLASSIFICATION APPEALS

Appeal to Classification Appeals Committee

MCCC UNIT MEMBER

POINT CALCULATION AND/OR CLASSIFICATION
APPEAL FORM

MASSACHUSETTS BOARD OF HIGHER EDUCATION

MASSACHUSETTS COMMUNITY COLLEGE SYSTEM

MCCC Unit Members may appeal the decision on an initial point calculation and/or job classification rendered by the college Human Resource office within ten (10) calendar days of receipt of the decision. All documents submitted with the original Request for Review and the decision rendered by the College Human Resource office must be submitted with this appeal.

Submit this appeal form and all related documents to:

1. Community College Appeals Committee
   c/o MCCC Office
   27 Mechanic Street, Suite 104
   Worcester, MA 01608-2402

With a complete copy to:

2. College Human Resources Office

This Appeal Form must be filed within ten (10) days upon receipt of the decision by the Campus Human Resource Office

Name (Please Print)

Signature

Date
Professional Staff Request for Audit Review

Professional staff unit members may request an audit of their position from the campus Human Resource Director only if substantive changes have occurred since the last classification or appeal or if the unit member has had no other prior opportunity to appeal.

The College shall conduct an audit of your position and render a written decision within ninety (90) days.

The following materials should be consulted and included in this packet by the unit member in completing this request for an appeal form:

c) Current Classification Specification (Job Position Description)
d) Proposed Classification Specification (on reserve in college library or on line at the Board of Higher Education website: [http://www.mass.edu/hr/home.asp?id=12&iid=12.3](http://www.mass.edu/hr/home.asp?id=12&iid=12.3) or the MCCC website at: [http://mccc-union.org/Appeals/index.html](http://mccc-union.org/Appeals/index.html) or New Classification Specification proposal
e) Most current completed E7

Be sure to complete every question:

Name: __________________________ College: __________________________

College Email: __________________________ College Tel: __________________________

College Address: __________________________________________

Current Classification Specification: __________________________ Classification Specification: __________________________

Appealing To: __________________________

My current job description it is not a true reflection of those job duties/responsibilities I am currently assigned.

*Please indicate those job duties that have been added or altered since your original date of hire and what you believe to be a more accurate job title/description.*
Please provide any other specific facts/information or rationale you would like reviewed in consideration of this appeal.

This request for review form must be submitted to your Human Resource office.

Name (Please Print)

Signature

Date
# New Hire Table 1:
## Initial Classification Placement for New Full Time Faculty and Faculty Transfers

<table>
<thead>
<tr>
<th>Minimum Salaries</th>
<th>Bachelor's Degree (or equiv):</th>
<th>Master's Degree:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July 1, 2015- $40,606;</td>
<td>July 1, 2015-$43,779;</td>
</tr>
<tr>
<td></td>
<td>July 1, 2016- $41,621;</td>
<td>July 1, 2016- $44,874;</td>
</tr>
<tr>
<td></td>
<td>July 1, 2017 (if no grid)- $42,662</td>
<td>July 1, 2017 (if no grid)- $45,996</td>
</tr>
</tbody>
</table>

## Academic Credentials

| Max 75 points | * Masters + 30 graduate credit hours or Double Masters or C.A.G.S., Master of Fine Arts, Master of Social Science, Master of Arts in Clinical Mental Health Counseling | * Masters + 45 graduate credit hours | Doctorate |

## Professional Ranking

<table>
<thead>
<tr>
<th>Max 60 points</th>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>20 points</td>
<td>40 points</td>
<td>60 points</td>
<td></td>
</tr>
</tbody>
</table>

## MCCS Experience

<table>
<thead>
<tr>
<th>Max 320 points</th>
<th>Teaching Position Full-time</th>
<th>Non-Teaching Position Full-time</th>
<th>Teaching Position Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year = 8 points</td>
<td>Maximum years = 40</td>
<td>1 year = 8 points</td>
<td>maximum years = 20</td>
</tr>
<tr>
<td>Maximum credits = 48</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Outside Experience

<table>
<thead>
<tr>
<th>Max 160 points</th>
<th>Elementary (K-6)</th>
<th>Secondary (7-12)</th>
<th>College Level Teaching</th>
<th>Non-teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year = 4 points</td>
<td>Full-time</td>
<td>Full-time</td>
<td>Full-time</td>
<td>Full-time</td>
</tr>
<tr>
<td>Maximum years = 3</td>
<td>Must be directly related to the teaching field</td>
<td></td>
<td></td>
<td>Must be directly related To the teaching field</td>
</tr>
<tr>
<td>1 year = 4 points</td>
<td>Maximum years = 8</td>
<td>1 year = 8 points</td>
<td>Maximum years = 20</td>
<td>3 credit hours = 1 point</td>
</tr>
<tr>
<td>Maximum credits = 48</td>
<td></td>
<td></td>
<td></td>
<td>Maximum credits = 48</td>
</tr>
</tbody>
</table>

## Seniority

<table>
<thead>
<tr>
<th>Max 320 points</th>
<th>1 Seniority Year = 8 points</th>
<th>Maximum years = 40</th>
</tr>
</thead>
</table>

## Performance Evaluation

| Max 100 points | Each successful post tenure 3rd year evaluation as defined by the current evaluation process. | 10 points (per evaluation) Maximum Allowed = 100 points |

## Professional Development

| Eligible for incentive every two years | Each 120 Professional Continuing Educational Units or Equivalent | 0 points |

## Licensure/Certification

| Points awarded = 3 times the unit value in the licensure and certification report | Maximum Allowed = 30 points |

*Must be part of an academic program of study.*

---

**Point Value for New Academic Credentials earned after hire = $57.68**

---

**For Faculty New Hires and Transfers- The minimum salaries listed at the top of this grid and the point value of $53.95 shall be used to calculate new faculty member and transfer salaries.**
### New Hire Table 2:

**Initial Classification Placement for Full Time Unit Professionals, Reclassifications & Transfers**

<table>
<thead>
<tr>
<th>Academic Credentials</th>
<th>Associates</th>
<th>Bachelors</th>
<th>Masters</th>
<th>*Masters + 30 graduate credit hours or Double Masters or C. A.G. S., Master of Fine Arts, Master of Social Science, Master of Arts in Clinical Mental Health Counseling</th>
<th>Max 75 points</th>
</tr>
</thead>
</table>

#### MCCS Experience

<table>
<thead>
<tr>
<th>Max 320 points</th>
<th>Full-time Unit Professional Position</th>
<th>1 year = 8 points</th>
<th>Maximum years = 40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching Position</td>
<td>Full-time</td>
<td>1 year = 8 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximum years = 20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>250 hours = 1 point</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximum hours = 4,000</td>
<td></td>
</tr>
</tbody>
</table>

#### External Experience

<table>
<thead>
<tr>
<th>Max 160 points</th>
<th>Full-time Related Experience</th>
<th>1 year = 8 points</th>
<th>Maximum = 20 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time Elementary (K-6)</td>
<td>1 year = 4 points</td>
<td>Maximum = 3 Years</td>
</tr>
<tr>
<td></td>
<td>Full-time Secondary (7-12)</td>
<td>1 year = 4 points</td>
<td>Maximum = 8 Years</td>
</tr>
<tr>
<td></td>
<td>Full-time College Level Teaching</td>
<td>1 year = 8 points</td>
<td>Maximum = 8 Years</td>
</tr>
</tbody>
</table>

#### Seniority

| Max 320 points | 1 Seniority Year = 8 points |

#### Performance Evaluation

| Max 100 points | 10 points (per evaluation) | Maximum Allowed = 100 points |

#### Professional Development

| Each 120 Professional Continuing Educational Units or Equivalent | 0 points |

#### In-field Licenses and Certifications

| Points awarded = 3 times the unit value in the licensure and certification report | Maximum Allowed = 30 points |

---

*Must be part of an academic program of study.

### New Hires, Reclassifications, and Transfers of Unit Professional Staff

#### Pay Grade

<table>
<thead>
<tr>
<th>Pay Grade</th>
<th>Minimum 7/1/2015</th>
<th>Minimum 7/1/2016</th>
<th>Minimum 7/1/2017 (if no grid)</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$38,597</td>
<td>$39,562</td>
<td>$40,551</td>
<td>$20.91</td>
</tr>
<tr>
<td>3</td>
<td>$43,758</td>
<td>$44,852</td>
<td>$45,973</td>
<td>$23.70</td>
</tr>
<tr>
<td>4</td>
<td>$48,499</td>
<td>$49,711</td>
<td>$50,954</td>
<td>$26.27</td>
</tr>
<tr>
<td>5</td>
<td>$53,615</td>
<td>$54,956</td>
<td>$56,330</td>
<td>$29.04</td>
</tr>
<tr>
<td>6</td>
<td>$58,477</td>
<td>$59,939</td>
<td>$61,437</td>
<td>$31.64</td>
</tr>
<tr>
<td>7</td>
<td>$63,572</td>
<td>$65,161</td>
<td>$66,790</td>
<td>$34.43</td>
</tr>
</tbody>
</table>

These are the base salary and point values to be used for new hires, reclassifications, and transfers.

### Point Values for Academic Credentials earned after hire

<table>
<thead>
<tr>
<th>Pay Grade</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$22.35</td>
</tr>
<tr>
<td>3</td>
<td>$25.34</td>
</tr>
<tr>
<td>4</td>
<td>$28.08</td>
</tr>
<tr>
<td>5</td>
<td>$31.05</td>
</tr>
<tr>
<td>6</td>
<td>$33.83</td>
</tr>
<tr>
<td>7</td>
<td>$36.81</td>
</tr>
</tbody>
</table>
MEMORANDUM OF AGREEMENT NO. 1: COST SAVINGS OPTIONS

This Agreement is entered into by and between The Board of Higher Education, the Community Colleges (Colleges), and the Massachusetts Community College Council/Massachusetts Teachers Association (the Association), and has system-wide applicability. The parties hereby agree as follows:

This agreement consists of a menu of cost-saving options (each option containing at a minimum several mandatory components) from which individual colleges can pick and choose to offer MCCC unit members. No college is obligated to offer any of these options.

These are one-time options which will be made available to employees for a "window" period to be determined at each College; no proposals will be accepted after the deadline. All options are, therefore, at the employee's instigation. The parties have not closed the door on offering these and/or other options in the future, subject to further negotiations.

Any option that allows College discretion in determining, for example, amount of bonus, must be offered uniformly either in terms of dollars or in terms of a formula to all unit members at the College.

All of these options are fully grievable and arbitrable in accordance with Article X of the MCCC/MTA collective bargaining agreement.

**Early Retirement Incentives**
If a College chooses to offer this option, the option must contain the following components:

1. Colleges waive the one year notice requirements for the contractual early retirement incentive as well as the 70% cap on the combination of incentive and sick leave buy back and the requirement of 10 years of service in the community college system.
2. Some bonus above contractual incentive is offered, e.g., 10% of salary, payment of some number of sick days. In computing this bonus, unit members not eligible for the contractual early retirement incentive because they are 65 or over will be offered as part of their bonus an amount equal to the early retirement they would have been entitled to if they were 64; similarly, employees who are under 55 will be offered as part of their bonus an amount equal to the early retirement they would have been entitled to if they were 55.
3. In addition to or in lieu of #2, Colleges will offer a consideration or a guarantee of reemployment, whichever best suits the needs of the College.
4. Colleges may consider deferral of payment to employees for tax purposes after consultation with them.
5. Any unit member who applies for tuition remission certification prior to the effective date of retirement will be so certified in accordance with the tuition remission policy.
6. Funding of any portion of this option that is over and above the contractual benefit must come from non-state appropriated funds.
7. The unit member must be otherwise eligible to retire under the State Retirement system.
8. Any unit member who has already given notice of early retirement under the terms of the collective bargaining agreement whose retirement will be effective in the fiscal year after the option has been made available at a College will be offered the same terms as under this option.

Unpaid Leaves Of Absence
If a College chooses to offer this option, the option must contain the following components:

1. The College will waive the contractual requirement of length of service.
2. The College will set the duration of the leave and can offer leaves of 6 months, one year, or more than one year. A College can offer one or more of those durations.
3. Colleges may not offer an unpaid leave of absence for a period other than those listed above.
4. Regardless of the length of the leave, such leave may be extended by mutual agreement of the parties once. A request to extend the leave must be received in writing by the College (the College shall designate the person to whom such request must be sent) no later than 60 days prior to the expiration of the leave; the College will respond thereto within 30 days prior to the expiration of the leave.
5. The College will pay some defined bonus such as paying an amount equal to the entire group rate of the unit member's health benefits for six months or an amount equivalent to the number of sick days or vacation days that would otherwise accrue in six months.
6. Any unit member who applies for tuition remission certification prior to the effective date of the leave of absence will be so certified in accordance with the tuition remission policy.

Cost-Saving Sabbaticals
If a College chooses to offer this option, the option must contain the following components:

1. The College will waive contractual provisions regarding length of service for eligibility, notice requirements and the Committee recommendation process.
2. The College retains the contractual right (through the Board of Trustees) to waive the return requirement. The College agrees to waive the report requirement if the unit member retires at the end of the sabbatical.
3. The College has complete discretion in awarding sabbaticals.
4. It is understood that the purpose for offering these sabbaticals is to effect cost savings.
5. These sabbaticals are over and above any sabbaticals for which unit members apply through the normal contractual process, over which the College retains complete discretion.

Reduced Work Week
If a College chooses to offer this option, the option must contain the following components:

1. For the purposes of this agreement, such a schedule shall consist of less than 37.5 hours but at least 20 hours per week.
2. Seniority accrues as if the employee were working full-time.
3. Sick and vacation leave accrual and usage is pro-rated.
4. Salary is pro-rated.
5. Employees continue to receive health benefits.
6. Arrangement for a reduced work week must be for a time certain, and is renewable for a time certain at the College's discretion upon the written request of the unit member at least 60 days prior to the expiration date of the arrangement. The College must respond to the request no later than 30 days prior to the expiration date. The College may also renew this option an indefinite number of times under this agreement upon mutual agreement of the unit member and the College.
7. Colleges have the discretion to refuse proposals in the exercise of professional judgment.

**Ten Month Contracts**

If a College chooses to offer this option, the College will make every effort, when approving this option, to pay the professional staff unit member's salary over a twelve month period at the unit member's request.

**Calendar Changes**

If a College chooses to explore this option, the following principles will be observed and the following procedure followed:

1. Any such calendar change(s) will not cause a reduction in pay or benefits of any unit member.
2. Unit members and the local chapter leadership at the college will be consulted regarding the calendar change.
3. The College President or designee will contact the President of MCCC, to set up a meeting at the College regarding this matter. If no meeting is required, President of the MCCC will so notify the President of that College.
4. The College's proposals for making-up lost time should be flexible to accommodate needs of individual employees.

Note: Originally executed on May 4, 1994, by George Traicoff and Cynthia S. Denehy, Labor Counsel, for the Employer, and Dennis Fitzgerald for the MCCC.
MEMORANDUM OF AGREEMENT NO. 2: CAS RESOLUTION

MEMORANDUM OF AGREEMENT: CAS RESOLUTION & MEMBER INTEGRATION PROCESS FOR THE MCCC DAY UNIT

Pursuant to the October 26, 2007 recommendations of mediator Michael C. Ryan, and discussions within the joint committee on CAS Petitions, the following CAS Resolution & Member Integration Process is hereby agreed to by and between the Massachusetts Community College Council/MTA, the Board of Higher Education, and the Massachusetts Community Colleges.

Consistent with Articles 1.01, 1.03, Article I—Appendix A, and all other provisions of the 2006-2009 Agreement by and between the Massachusetts Community College Council/MTA/NEA and the Massachusetts Board of Higher Education, and consistent with Chapter 150E of the Massachusetts General Laws and the Labor Relation Commission’s unit determination, the parties agree to utilize the below-listed procedures to resolve disputes over unit placement of faculty and professional staff, with the objective of swiftly, efficiently, and fairly resolving disputes over membership in the bargaining unit. Furthermore, this agreement also contains the format for accreting in new MCCC bargaining unit members and integrating them into the MCCC day unit.

Without waiving statutory rights to process disputes over proper unit classification with the Division of Labor Relations, the parties agree to attempt resolution of as many disputed positions as possible following the procedures outlined in this Agreement.

This Agreement shall become effective upon its execution and shall be in force through June 30, 2012, and shall automatically renew for each subsequent year unless either Party provides written notification of termination prior to anniversary date. Nothing precludes the parties from discussing the terms of this Agreement during the term it is in effect and/or from modifying its terms by mutual agreement.

Part-time Grant and Non-State Funded Positions

The parties agree that Articles 11 (Appointment and Reappointment) and 19 (Retrenchment) of the collective bargaining agreement do not apply to part-time grant and non-state funded bargaining unit members.

Managerial Employees and Supervision; Professional Status

The parties agree that managerial employees as defined by the Law are excluded. Positions that have full responsibility or authority to supervise, evaluate, and determine discipline of bargaining unit employees, shall not be accreted into the bargaining unit.

The parties agree that, while on the whole, professional bargaining unit positions require a post-secondary degree, in some cases, a particular technical course of study or training and experience shall substitute for a post-secondary degree.
Seniority and Application of Contract to Full-time Positions

For purposes of the Classification Compensation Structure, seniority and Massachusetts Community College System unit experience shall be calculated for full-time unit members in recently accreted positions from the day that they started in the position now accreted, up to a cap of five years of seniority and five years of MCCS unit experience. For purposes of relative bargaining unit seniority, seniority shall be calculated from the date that their position accreted into the bargaining unit through this agreement. Following implementation of this Memorandum, for newly identified full-time positions, an accreted member’s seniority and unit experience for the purposes of this paragraph, shall accrue from the date that the Union initiates the process described under this agreement.

Salary, Classification Appeals and Grant and Non-State funded Employees

Upon accretion into the bargaining unit, no member shall have a reduction in compensation, an increase in workload or work schedule, nor shall they be prevented from receiving contractual increases to their compensation except as may be limited by application of Article 1.01 to grant funded and non-state funded unit members. All newly accreted full-time bargaining unit members shall receive M002/M004 forms. These forms shall be provided within the timelines specified in the contract.

For bargaining unit employees whose source of remuneration is derived from non-state appropriated funds including, but not limited to, grant funded employees, as per Article 1.01, classification appeals shall be advisory.

Job Descriptions:

The parties agree that the growing list of existing bargaining unit titles have created confusion across the colleges. Accordingly, the parties agree to meet and discuss the creation, consolidation, and application of particular titles to newly accreted positions.

Within forty-five (45) days of accretion into the bargaining unit, the immediate supervisor shall meet with the newly accreted professional staff bargaining unit member to develop a position description which shall contain a list of duties and responsibilities and, if appropriate and mutually agreeable, work objectives. The Position Descriptions shall be completed as provided in the collective bargaining agreement. For purposes of meeting to determine appropriate descriptions, both Union and Employer representatives of the designated joint committee shall be allowed to participate and shall be allowed to consult with affected parties.
Union Dues and Agency Fee

The employer shall adhere to the negotiated language regarding Deduction of Dues and Agency Service Fee for all newly accreted bargaining unit members. For purposes of dues or fees, the date of accretion shall be considered the beginning date of employment unless otherwise agreed in writing by the Parties.

Accretion Process: Moving Forward

The parties agree to the following process to discuss and determine whether positions should be accreted:

1. **Process for positions in dispute at the time of the signing of this agreement and prior to that date:**

   A. The Employer agrees to accrete all of the positions on attached list A (Positions the Parties Agree to Accrete) by July 1, 2009.

   B. The Employer and the Union agree that the positions on attached list B (Positions the Parties Agree Not to Accrete) shall not be accreted into the bargaining unit.

   C. For the positions on attached list C (Positions Still Under Discussion), the Employer shall have up to 60 days from the implementation date of this agreement to decide whether to accrete the position or whether to decline to accrete the position. For each position on list C that the Employer declines to accrete within 60 days after implementation of this agreement, the Union may submit the position to the process outlined in paragraph 2, below.

2. **Process for positions in dispute after the date of this agreement:**

   A. The Union shall present the Employer with a written request to accrete a position or group of positions into the bargaining unit.

   B. The representative of the Employer shall discuss the status of the position with the Union’s representative within thirty (30) calendar days of receiving the request. The parties can agree to extend the timeline for this initial meeting/discussion.

   C. Should the informal discussion described in step 2(B) not resolve the matter, the parties shall agree to meet in a designated joint CAS committee made up of equal representation from the Employer and the Union. Unless there are no outstanding unit inclusion issues, the CAS committee shall meet twice per year – once in November and once in March - for the purpose of attempting to resolve all outstanding unit inclusion issues.

   D. Any positions not resolved under steps 2 (A) through (C) shall be submitted to a mediation process in which a neutral mediator shall attempt to resolve all outstanding CAS issues and then render a binding decision for any cases in which
mediation is unsuccessful. The mediator shall be agreed upon by the Employer and the Union. Unless there are no outstanding unit inclusion issues, mediation shall be scheduled twice per year – once in December and once in May – for the purpose of resolving all outstanding unit inclusion issues. During the mediation process, the parties may present all evidence and witnesses necessary to resolve the case.

Notice to Newly Accreted Members

The parties agree that upon accretion, newly accreted members shall receive a copy of the joint letter [attachment A]. The Employer shall also ensure enforcement of Article VI – Deduction of Dues and Agency Fees consistent with its obligations under the Law.

On Behalf of the Community Colleges
Dr. Daniel M. Asquino
President, Mount Wachusett Community College

Date 6/17/09

On Behalf of the Department of Higher Education/BHE
Peter H. Tsaffaras
Deputy Commissioner for Employee Relations and Acting General Counsel

Date 6/15/05

On Behalf of the Massachusetts Community College Council
Joseph T. LeBlanc
President, MCCC

Date 6/26/09
Dear xxxxxxxxxx,

Both the Massachusetts Community College Council (MCCC)–Board of Higher Education (BHE) collective bargaining agreement and Massachusetts labor law determine which positions at public community colleges belong in the MCCC Day bargaining unit (the Union) and which ones do not. To ensure that positions that should belong in the unit are so designated, representatives from the Colleges and the Union have worked jointly to identity these positions. Both parties believe this is an action beneficial to the College, the Union, and the affected employees.

Effective July 1, 2009 [for those on List A, or insert date for those accreted on a subsequent date] your position will be accreted into the MCCC Day bargaining unit as a full-time or part-time professional position. The MCCC is an affiliate of the Massachusetts Teachers Association (MTA) and the National Education Association (NEA).

This may impact you in a number of ways.

♦ Your position will be officially designated with one of the titles in the MCCC collective bargaining agreement. Your position will be [fill in the blank]. In certain cases, grants and other factors require that you also be designated with an additional in-house job title. While your official designation is the Appendix A title in the contract, the College may also assign you an additional in-house designation.

♦ Your terms and conditions of employment will be governed by the MCCC-BHE collective bargaining agreement. If your position is not paid directly by the state but rather from a grant or other non-state appropriated funding sources, by contract, some of these terms and conditions can be modified by the College in order to comply with the terms of the grant and/or with the amount of available funds. Accordingly, if your position is funded from a grant or other non-state appropriated funding source you likely will not experience significant changes in your working conditions. Certain provisions of the collective bargaining agreement are not applicable to these positions; Article XI (appointment, re-appointment and tenure) and Article XIX (retrenchment) shall not apply to positions funded by grants or from non-state appropriated funding sources. The grant-funded nature of your position, however, does not prevent the Employer from paying you at a salary according to the contract.
♦ If your position is funded from grants or other non-state appropriated funds, you may not see an increase in your compensation. These positions are not subject to the mandatory application of the classification study guidelines contained in the collective bargaining agreement.

♦ If your position is a part-time hourly position, your salary is not determined pursuant to the classification calculations. The collective bargaining agreement governs the minimal hourly rate for your position.

♦ If your position is a full-time position, the salary for your position will be established following the normal placement structure for unit professional staff as contained in the collective bargaining agreement. However, if the contractual calculation results in a salary that is lower than your current salary, your salary will not be reduced. Within ten calendar days of (insert date of accretion) you will need to complete a full-time professional staff data form to determine your appropriate salary. In addition to the points that you are eligible to receive for prior Community College service, the parties have agreed that you will be eligible to receive up to five (5) years of points for prior service in the position that is becoming a MCCC unit position. Within thirty days after your accretion, the College’s Human Resources Department will provide you with a copy of your class specification and the point calculation form.

♦ Within forty-five (45) days of accretion into the bargaining unit, your immediate supervisor will meet with you to develop your position description (E-7 form).

♦ As a unit member you are subject to mandatory union dues or agency fees. The MCCC will be sending you information about dues and supporting materials in coming weeks. As a unit member you will have access to MCCC personnel and other union resources. Union-related questions should be directed to the local chapter President, xxxxxxx at [PHONE] or to the MCCC office at 1-877-442-MCCC or by email at <office@mccc-union.org>. Another resource is the Union’s website: mccc-union.org.
The College Human Resources Office and Union representatives wish to make this transition as easy as possible. They are available to answer your questions and will be happy to provide you with additional information.

We thank you for your understanding and your continued support of the College, our system of public higher education and the community it serves.

Sincerely,

Xxxxxxxxx
XCC Community College President

Xxxxxxxxx
MCCC Chapter President, XCC

Joseph T. LeBlanc
Statewide President,
Mass. Community College Council

Xxxxxxxxx
Director of Human Resources
Xxxxxxxxx Community College
**Attached List A: Positions the Parties Agree to Accrete**

<table>
<thead>
<tr>
<th>Position</th>
<th>Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grant Writer</td>
<td>Berkshire</td>
</tr>
<tr>
<td>2. Tech Prep Co-Director</td>
<td>Berkshire</td>
</tr>
<tr>
<td>3. Career Specialist</td>
<td>Bristol</td>
</tr>
<tr>
<td>4. Career Specialist (JX 59)</td>
<td>Bristol</td>
</tr>
<tr>
<td>5. Coordinator of Bristol Information Technology School (BITS)</td>
<td>Bristol</td>
</tr>
<tr>
<td>6. FT Director of SMART Program</td>
<td>Bristol</td>
</tr>
<tr>
<td>7. MCAS/Job development Coord.</td>
<td>Bristol</td>
</tr>
<tr>
<td>8. Staff Associate/Business Office Technology and Adult Learning</td>
<td>Bristol</td>
</tr>
<tr>
<td>9. Staff Asst. Adult Learning Center, Wareham</td>
<td>Bristol</td>
</tr>
<tr>
<td>10. Staff Asst. Adult Learning Center On-Campus</td>
<td>Bristol</td>
</tr>
<tr>
<td>11. Career/Job Counselors (ACCESS) (7-11 hrs/wk, 17 wks)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>12. Citizenship Instructor (ACCESS) (9 hrs/wk, 18 wks)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>13. Educational Coordinator (ACCESS)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>14. GED Instructor (ACCESS) (9 hrs/wk, 18 wks)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>15. Instructor, Modern Office Technology, Project Forward</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>16. Part-time Business Recruiter, Schools to Careers Partnership</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>17. Part-time Project Coordinator</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>18. PT Learner Support Facilitator/ADA Coordinator</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>19. Director, Technology in Education Partnership</td>
<td>Greenfield</td>
</tr>
<tr>
<td>20. Part-time Tech Prep Coordinator</td>
<td>Greenfield</td>
</tr>
<tr>
<td>21. Staff Assistant, Tech Prep Consortium</td>
<td>Greenfield</td>
</tr>
<tr>
<td>22. Program Coordinator-Adult Learning Center</td>
<td>Holyoke</td>
</tr>
<tr>
<td>23. Assistant to Director/Education Specialist, Lowell Career Pathways for Youth</td>
<td>Middlesex</td>
</tr>
<tr>
<td>24. Career/Business Specialist, Lowell Career Pathways for Youth</td>
<td>Middlesex</td>
</tr>
<tr>
<td>25. ESL Skills Specialist</td>
<td>Middlesex</td>
</tr>
<tr>
<td>26. FT Student Resource Specialist</td>
<td>Middlesex</td>
</tr>
<tr>
<td>27. Full-time Academic Specialist/Instructor, Upward Bound</td>
<td>Middlesex</td>
</tr>
<tr>
<td>28. GEAR UP Coordinator</td>
<td>Middlesex</td>
</tr>
<tr>
<td>29. Instructor, Freshman Seminar, LINKS Program</td>
<td>Middlesex</td>
</tr>
<tr>
<td>30. Part-time Program Coordinator, International Studies</td>
<td>Middlesex</td>
</tr>
<tr>
<td>31. Part-time Senior Center Coordinator</td>
<td>Middlesex</td>
</tr>
<tr>
<td>32. Part-time Student Support Services Coordinator/LINKS</td>
<td>Middlesex</td>
</tr>
<tr>
<td>33. TRIO Program Advisor</td>
<td>Middlesex</td>
</tr>
<tr>
<td>34. Academic Counselors, Trio/Educational Talent Search (2)</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>35. Academic Liaison 2 Gear up/CAPP</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>36. Adult Basic Education Site Coordinator, Fitchburg</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>37. Assistant Director of Admissions</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>38. Associate Director of Forest Management &amp; Primary Operations, Forest &amp; Wood Products Education &amp; Development Center</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>39. Case Manager and Employment Specialist, Dislocated Worker Services</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>40. Education Specialist, Leominster Campus</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>41. Education Specialist, TRIO/Educational Talent Search</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>42. ESL/Basic Reading (2 positions) DEVENS JOB CORPS, Part Time Academic Instructors, Devens Job Corps (20 hours/week)</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>43. GED (4 positions) DEVENS JOB CORPS, Part Time Academic Instructors, Devens Job Corps (20 hours/week)</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>44. GED Academic Instructors, Shriver Job Corps</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>45. Graded Reading (4 positions) DEVENS JOB CORPS, Part Time Academic Instructors, Devens Job Corps (20 hours/week)</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>46. Graded Reading Academic Instructors, Shriver Job Corps</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>Number</td>
<td>Position Description</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
</tr>
<tr>
<td>47.</td>
<td>Instructors Workforce Training courses PT</td>
</tr>
<tr>
<td>48.</td>
<td>Math (4 positions) DEVENS JOB CORPS, Part Time Academic Instructors, Devens Job Corps (20 hours/week)</td>
</tr>
<tr>
<td>49.</td>
<td>Math Academic Instructors, Shriver Job Corps</td>
</tr>
<tr>
<td>50.</td>
<td>Part-time Adult Basic Education Instructors</td>
</tr>
<tr>
<td>51.</td>
<td>Part-time Counselor, Project GO</td>
</tr>
<tr>
<td>52.</td>
<td>Site Coordinator/Devens Campus, Adult Basic Education</td>
</tr>
<tr>
<td>53.</td>
<td>Student Resource Specialist, Gateway to College</td>
</tr>
<tr>
<td>54.</td>
<td>Vocational Training Instructor, Computer Technology (Devens Job Corps)</td>
</tr>
<tr>
<td>55.</td>
<td>Vocational Training Instructors, Health, Devens Job Corps</td>
</tr>
<tr>
<td>56.</td>
<td>Workshop Facilitator, Leominster Campus</td>
</tr>
<tr>
<td>57.</td>
<td>Assistant Director, Gallaudet University Regional Center</td>
</tr>
<tr>
<td>58.</td>
<td>Collaboration Specialist, Gallaudet University Regional Center</td>
</tr>
<tr>
<td>59.</td>
<td>ESL Skills Specialist</td>
</tr>
<tr>
<td>60.</td>
<td>Lead Teacher</td>
</tr>
<tr>
<td>61.</td>
<td>Part-time Registered Nurse, Health Education Support Center</td>
</tr>
<tr>
<td>62.</td>
<td>Part-time Staff Associate, RN Program</td>
</tr>
<tr>
<td>63.</td>
<td>Part-time Staff Asst. Women’s Network/Counseling</td>
</tr>
<tr>
<td>64.</td>
<td>PT Staff Asst Professional Learning Assistant – Math Generalist</td>
</tr>
<tr>
<td>65.</td>
<td>PT Staff Asst. – Science Tutor (2)</td>
</tr>
<tr>
<td>66.</td>
<td>PT Staff Asst. – Workforce Development Specialist</td>
</tr>
<tr>
<td>67.</td>
<td>Teacher</td>
</tr>
<tr>
<td>68.</td>
<td>Computer Skills Instructor, Essex County Correctional Facility</td>
</tr>
<tr>
<td>69.</td>
<td>Low-Level Reading/GED Instructor, Essex County Correctional Facility</td>
</tr>
<tr>
<td>70.</td>
<td>Part-time Title I Instructors, Essex County Correctional Facility and Center for Alternative Corrections in Lawrence</td>
</tr>
<tr>
<td>71.</td>
<td>Tech Prep Coordinator</td>
</tr>
<tr>
<td>72.</td>
<td>Assistant Director, SABES</td>
</tr>
<tr>
<td>73.</td>
<td>Community Planning Specialist, SABES</td>
</tr>
<tr>
<td>74.</td>
<td>FT Staff Associate Instructional Designer</td>
</tr>
<tr>
<td>75.</td>
<td>FT Teacher-Children’s School</td>
</tr>
<tr>
<td>76.</td>
<td>Lead Teacher - Full Time</td>
</tr>
<tr>
<td>77.</td>
<td>Lead Teacher – Part Time</td>
</tr>
<tr>
<td>78.</td>
<td>Part-Time “Open Door” Coordinator (30-60 hours/month)</td>
</tr>
<tr>
<td>79.</td>
<td>Project Coordinator, Center for Environmental Education</td>
</tr>
</tbody>
</table>
**Attached List B: Positions the Parties Agree Not to Accrete**

<table>
<thead>
<tr>
<th>Position</th>
<th>Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff Assistant, International Student Office</td>
<td>(Berkshire?)</td>
</tr>
<tr>
<td>2. Laboratory Technician</td>
<td>Berkshire</td>
</tr>
<tr>
<td>3. Dormitory Supervisor.</td>
<td>Bristol</td>
</tr>
<tr>
<td>4. English/Communications and English/ESL Instructor.</td>
<td>Bristol</td>
</tr>
<tr>
<td>5. Foreign Language Instructor.</td>
<td>Bristol</td>
</tr>
<tr>
<td>7. Part Time Staff Associate/Kids’ College Summer Program (30 hrs/wk)</td>
<td>Bristol</td>
</tr>
<tr>
<td>8. Science Instructor.</td>
<td>Bristol</td>
</tr>
<tr>
<td>9. Social Studies Instructor.</td>
<td>Bristol</td>
</tr>
<tr>
<td>10. Tutor/Counselor.</td>
<td>Bristol</td>
</tr>
<tr>
<td>11. Upward Bound Instructors (full-time, six-week summer residential program)</td>
<td>Bristol</td>
</tr>
<tr>
<td>12. Program Assistant, Jump Start Certified Nurse Aide/Home Health Aide Program</td>
<td>Holyoke</td>
</tr>
<tr>
<td>13. Part-time Testing Room Administrator</td>
<td>Middlesex</td>
</tr>
<tr>
<td>14. Program Assistant/LINKS</td>
<td>Middlesex</td>
</tr>
<tr>
<td>15. Director of Forest Management &amp; Primary Operations, Forest &amp; Wood Products Education &amp; Development Center</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>16. Part Time Tutor (20 hrs/wk)</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>17. Program Assistant, Student Services</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>18. Part Time Fitness Center Monitor (12 hrs/wk)</td>
<td>Northern Essex</td>
</tr>
<tr>
<td>19. Full Time Upward Bound Counselor/Instructors, Summer Residential Program</td>
<td>North Shore</td>
</tr>
<tr>
<td>20. Part Time Library Assistant (20 hrs/wk during school sessions)</td>
<td>Quinsigamond</td>
</tr>
<tr>
<td>21. Part Time Tutors, Nursing</td>
<td>Quinsigamond</td>
</tr>
</tbody>
</table>

Note: The parties agree to the criteria set by Michael Ryan in his draft mediator’s recommendations to exclude Tutors—primarily those who are currently students where they tutor and those who do not have degrees.
### Attached List C: Positions Still Under Discussion

<table>
<thead>
<tr>
<th>Position</th>
<th>Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adult Basic Education (Attleboro Site ABE &amp; GED Instructors)</td>
<td>Bristol</td>
</tr>
<tr>
<td>2. Adult Basic Education (Fall River Site ABE &amp; GED Instructors)</td>
<td>Bristol</td>
</tr>
<tr>
<td>3. Connecting Activities Program Developer</td>
<td>Bristol</td>
</tr>
<tr>
<td>4. Consulting Psychologist/Mental Health Counselor</td>
<td>Bristol</td>
</tr>
<tr>
<td>5. Coordinator of Leisure Services Management</td>
<td>Bristol</td>
</tr>
<tr>
<td>6. Coordinator, DRM Human Services Certificate</td>
<td>Bristol</td>
</tr>
<tr>
<td>7. Counselor, Adult Basic Education (Attleboro Site Coordinator)</td>
<td>Bristol</td>
</tr>
<tr>
<td>8. Director of Learning Commons/Dir. Center for Teaching and Learning</td>
<td>Bristol</td>
</tr>
<tr>
<td>9. Director of Television Production Services</td>
<td>Bristol</td>
</tr>
<tr>
<td>10. Educational Talent Search Staff Associate</td>
<td>Bristol</td>
</tr>
<tr>
<td>11. SABES Assistant Director/Curriculum And Assessment Coordinator</td>
<td>Bristol</td>
</tr>
<tr>
<td>12. SABES, SABES SE Associate Coordinator</td>
<td>Bristol</td>
</tr>
<tr>
<td>13. Staff Associate for Literacy Volunteers</td>
<td>Bristol</td>
</tr>
<tr>
<td>14. Taunton Satellite Coordinator/Assoc Coordinator</td>
<td>Bristol</td>
</tr>
<tr>
<td>15. Upward Bound/Staff Associate</td>
<td>Bristol</td>
</tr>
<tr>
<td>16. Career Training Program Assistant/Job Developer (ACCESS)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>17. Career Training Program Coordinator (ACCESS)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>18. Community Planner (ACCESS)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>19. Instructors (ACCESS)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>20. Learner Support Specialist (ACCESS)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>21. PACT Program Coordinator (ACCESS)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>22. Technical Coordinator (ACCESS)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>23. Workforce Educational Counselor (ACCESS)</td>
<td>Cape Cod</td>
</tr>
<tr>
<td>24. Coordinator of the Ludlow Area Adult Learning Center</td>
<td>Holyoke</td>
</tr>
<tr>
<td>25. ESOL Instructor</td>
<td>Holyoke</td>
</tr>
<tr>
<td>26. ESOL Specialist</td>
<td>Holyoke</td>
</tr>
<tr>
<td>27. Tech. Prep. Consortium Coordinator</td>
<td>Holyoke</td>
</tr>
<tr>
<td>28. Upward Bound Teachers</td>
<td>Holyoke</td>
</tr>
<tr>
<td>29. Upward Bound/Professional Tutor</td>
<td>Holyoke</td>
</tr>
<tr>
<td>31. IHE Implementation Specialist</td>
<td>Mass. Bay</td>
</tr>
<tr>
<td>32. Nursing Lab Manager</td>
<td>Mass. Bay</td>
</tr>
<tr>
<td>33. Alternative Middle School Teacher</td>
<td>Middlesex</td>
</tr>
<tr>
<td>34. Disabilities Counselor/Assistant Technical Specialist</td>
<td>Middlesex</td>
</tr>
<tr>
<td>35. English Instructor/Advisor Lowell MX Academy Charter School</td>
<td>Middlesex</td>
</tr>
<tr>
<td>36. Marine Project Assistant</td>
<td>Massasoit</td>
</tr>
<tr>
<td>37. Marine Project Coordinator</td>
<td>Massasoit</td>
</tr>
<tr>
<td>38. Academic Facilitator</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>39. Assistant Director of Adult Basic Education</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>40. Assistant Director of Fitness Center</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>41. Assistant To Site Coordinator Adult Basic Education</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>42. Asst. Coord. of Civic Management</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>43. CAPP Math Coach</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>44. Case Manager</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>45. Developmental Mathematics Instructor Gateway</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>46. Dir Bilingual Edu &amp; Outreach /ESL</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>47. Enrollment Specialist</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>48. Graphic Designer</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>49. Math Curriculum Coordinator GEAR UP</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td>50. Program Assistant CAPP Program</td>
<td>Mount Wachusett</td>
</tr>
<tr>
<td></td>
<td>Position Description</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>51.</td>
<td>Program Assistant GEAR UP</td>
</tr>
<tr>
<td>52.</td>
<td>Project GO Counselor Trio/Talent Search</td>
</tr>
<tr>
<td>53.</td>
<td>Staff Assistant Financial Aid</td>
</tr>
<tr>
<td>54.</td>
<td>Assessment Coordinator</td>
</tr>
<tr>
<td>55.</td>
<td>Full time SABES Assistant Director/Curriculum</td>
</tr>
<tr>
<td>56.</td>
<td>Part-time Technical Assistant II Math Center</td>
</tr>
<tr>
<td>57.</td>
<td>Part-time Technical Assistant II Reading Center</td>
</tr>
<tr>
<td>58.</td>
<td>Director, Southeast Regional Support Center, System of Adult Basic Education Support (SABES)</td>
</tr>
<tr>
<td>59.</td>
<td>Director of Children’s School/Campus Childcare</td>
</tr>
<tr>
<td>60.</td>
<td>Instructional Designer/Trainer (Academic Affairs)</td>
</tr>
<tr>
<td>61.</td>
<td>PT Math Tutor</td>
</tr>
</tbody>
</table>
Written Request to Accrete Position into MCCC Day Unit

To College Human Resources Officer: ________________________________

College: ________________________________

Disputed Position(s)/Job Title*: ________________________________

Statement of Petition: ________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Requested by**: ________________________________

Union Representative  Title

__________  ____________
Signature  Date of Request

Please attach job description(s) or posting(s), if available.

The representative of the Employer shall discuss the status of the position with the Union’s representative within thirty (30) calendar days of receiving the request. The parties can agree to extend the timeline for this initial meeting/discussion.

cc:  Dennis Fitzgerald, MCCC Day Grievance Coordinator, 170 Beach Road #52, Salisbury, MA  01952  
MTA Higher Ed. Consultant for MCCC, Massachusetts Teachers Association, 2 Heritage Drive, 8th Fl., Quincy, MA 02171.

*  Multiple positions with the same title and duties need only one Request to Accrete form. For ease of tracking, use a separate Request to Accrete form for each title.

**  Requests to accrete positions may be made only by the MCCC President, MCCC Chapter President, or specified designee.

Revised 3/29/10
College’s Response to Written Request to Accrete Position into MCCC Day Unit

To Union Representative: ____________________________________________________________________________

Disputed Position(s)/Job Title*: ____________________________________________________________________

College: _________________________________________________________________________________________

________________________________________________________________________ Parties agreed to extend Step I beyond 30 days?__

Date of Request

Accreted into unit _____ Not Accreted _____ Date: ______________

______________________________________________________________________________

College Representative Title

cc:    Dennis Fitzgerald, MCCC Day Grievance Coordinator, 170 Beach Road #52, Salisbury, MA  01952
       MTA Higher Ed. Consultant for MCCC, Massachusetts Teachers Association, 2 Heritage Drive, 8th Fl.,
       Quincy, MA 02171

* Multiple positions with the same title and duties need only one Response form. For ease of tracking, use a separate
  Response form for each title.

** Requests to accrete positions may be made only by the MCCC President, MCCC Chapter President, or specified
designee.

Revised 3/29/10
Accretion Appeal to Joint CAS Committee

To: MTA Higher Ed. Consultant for MCCC, 2 Heritage Drive, 8th Floor, Quincy, MA 02171

Office of the General Counsel for the Community Colleges, c/o Middlesex Community College, 591 Springs Rd., Bldg 2, Bedford, MA 01730

Disputed Position(s)/Job Title*: __________________________________________________________

College: ____________________________________________________________________________

Appealed by**: ___________________________  Union Representative  _______________________

The Union Representative shall submit this form with a copy of Written Request (Form A), posting/job description, up to one-page written statement, and other supporting documentation.

The College shall have the opportunity to provide the addressees with a one-page statement and supporting documentation prior to the meeting of the addressees to review the position.

All efforts shall be made to submit this appeal and any statements and documentation to the above-listed addressees prior to the first day of the month that the committee next meets. The J.C.C. meets in committee to decide accretion requests two times a year--once in November and once in March. If the material is not received in advance of the meeting, the committee might not have adequate ability to evaluate the position.

cc:  Dennis Fitzgerald, MCCC Day Grievance Coordinator, 170 Beach Road #52, Salisbury, MA 01952

Human Resources Officer _______________, _______________________

Community College, __________________________________________________________________

* Multiple positions with the same title and duties need only one Appeal form. For ease of tracking, use a separate Appeal form for each title.

** Requests to Appeal positions may be made only by the MCCC President, MCCC Chapter President, or specified designee.

Revised 3/29/1
Decision of Joint CAS Committee

To: Union Representative** ____________________________________________________________

_________________________________________________________________________________

Human Resources Officer _______________, __________ Community College,

_________________________________________________________________________________

Disputed Position(s)/Job Title*: ________________________________

College: __________________________________________________________________________

Date of Appeal to J.C.C: ____________________________

DECISION OF J.C.C.:

Accreted into unit ☐ Not Accreted ☐ Date: ___________________________

Not Resolved ☐

__________________________ _____________
On Behalf of College Representatives to the Joint CAS Committee Title

__________________________ _____________
On Behalf of Union Representatives to the Joint CAS Committee Title

A decision not resolved by the Joint CAS Committee shall be submitted to binding mediation with Forms A, B and attachments. Mediation shall be scheduled once in December and once in May.

cc: Dennis Fitzgerald, MCCC Day Grievance Coordinator, 170 Beach Road #52, Salisbury, MA 01952
MTA Higher Ed. Consultant for MCCC, 2 Heritage Drive, 8th Floor, Quincy, MA 02171
Office of the General Counsel for the Community Colleges, c/o Middlesex Community College, 591 Springs Road, Building 2, Bedford, MA 01730
MEMORANDUM OF AGREEMENT NO. 3: INDIVIDUALIZED INSTRUCTION SPECIALISTS

Pursuant to the authority delegated to it by the parties to the 1990-1993 collective bargaining agreement as part of the settlement of that agreement, the Joint Study Committee has agreed to the following resolution of outstanding issues regarding "Individualized Instruction Specialists":

1. The following positions will be considered to be Individualized Instruction Specialists (IIS) for purposes of this Agreement:

   - five (5) positions of Individualized Instruction Specialist at Middlesex Community College;
   - twelve (12) positions of Learning Center Specialist at Massachusetts Bay Community College;
   - two (2) positions of Self-directed Learning Specialist at Bunker Hill Community College; and
   - one (1) position of Coordinator of Self-directed Learning at Bunker Hill Community College.

2. No additional IIS positions will be appointed at any Community College without Labor Counsel for the Community Colleges having first given the President of the MCCC notice and, upon request of the MCCC President, an opportunity for the President of the College, or the President’s designee, to meet and confer with the MCCC President.

3. All outstanding charges at the Labor Relations Commission and/or grievance arbitration cases on the issue of IIS shall be withdrawn by the MCCC.

Note: This Memorandum of Agreement was originally executed on January 6, 1994, by George Traicoff and Cynthia S. Denehy, Labor Counsel, for the Employer, and Dennis Fitzgerald for the MCCC.

On July 1, 1999, the title of Individualized Instruction Specialist was changed to the Classification Title of Learning Specialist.
Appendix A

Principles Statement on Student Learning Outcomes and Assessment

Fundamental to the mission of the Massachusetts’ Community Colleges is a commitment to high quality education and the promotion of student success. One vehicle to promote these objectives is Student Learning Outcomes which may be produced and assessed to plan improvements to courses, programs, and institutional effectiveness.

As the administration and unit members at individual Community Colleges establish Student Learning Outcomes processes to support additional strategies for successful student learning, the parties affirm the following principles as essential to the professional rights and responsibilities of unit members as set forth in the parties’ collective bargaining agreement and the governance structures of each college:

1) Academic Freedom is a long-held principle in higher education and is defined in Article VII Academic Freedom and Responsibility of the parties’ collective bargaining agreement. In acknowledging the core value of academic freedom, and that faculty have the subject matter expertise in their respective fields, the parties affirm that Student Learning Outcomes (SLOs) are faculty-driven and the development, implementation, and assessment of Student Learning Outcomes (SLOs) require the systematic involvement of faculty and appropriate unit professional staff.

2) Unit members are responsible for development of the SLOs, as well as methods, instruments and standards of assessment for instructional courses and programs. Faculty shall have primary authority over any dissemination of the assessment data and results at the course section level. Artifacts related to SLOs will be confidential and disassociated from individual unit members.

3) The administration of each college shall support and fund SLO training, professional development and ongoing work related to SLOs. As circumstances warrant, this may include, but not be limited to, reassigned time, stipends and other related items.

4) The colleges will be cognizant and respectful of the instructional role that part-time day unit faculty and full and part-time professional staff play relative to SLOs. Any work performed by them on SLOs will be performed and compensated per the terms of the collective bargaining agreement.

5) New institutional procedures (those that affect more than one discipline) for the development, implementation, and assessment of SLOs will be established with the involvement of the unit members pursuant to each institution’s governance procedures and with the initial consultation with representatives of the MCCC Chapter. MCC C Chapter representatives shall be included in such procedures when they affect the terms and conditions of unit members’ employment as defined in M.G.L. Chapter 150E.

6) Unit members are currently evaluated pursuant to the processes outlined in Article XIII of the collective bargaining agreement. Student learning outcomes and assessment are not in any way intended to measure the effectiveness of any individual faculty or professional staff member of the college community and will not be used to do so. Unit members will not be evaluated on SLOs, including, but not limited to, the content of SLOs, students’ achievement of SLOs, the results of SLO assessments, or the methods used to assess the SLOs.

7) Unit member rights, as established by parties’ collective bargaining agreement and applicable laws, will be maintained during the production, implementation and assessment of SLOs.
Appendix B

Salary Grid(s)

A. Introduction and Salary Grid Principles

Whereas, the Board of Higher Education (BHE) and the Massachusetts Community College Council (MCCC) are committed to providing salaries for faculty and professional staff that are appropriately reflective of the contributions that unit members provide to the Community Colleges and Higher Education system in the Commonwealth; and

Whereas, the parties believe that a predictable, user friendly and transparent salary system is an equitable and efficient way to compensate unit members; and

Whereas, the parties appreciate the value of the current Classification Study and seek to build upon its use for the establishment of employee compensation in the Community College system; and

Whereas, the parties agree that certain professional achievements of higher education employees should be recognized in the employees’ compensation; and

Whereas, the parties recognize that developing a mutually-agreeable salary grid will require considerable data, analysis, time, and cooperation;

NOW THEREFORE, the parties agree to develop a salary grid(s), through the process and with the features outlined below, to compensate Community College employees under the Day Unit collective bargaining agreement, effective July 1, 2017.

B. Development of the salary grid(s)

1. Joint Labor-Management Salary Grid Committee

A Joint Labor-Management Salary Grid Committee will be formed to develop the salary grid(s). This committee will be comprised of eight (8) members. Four (4) members shall be appointed by the President of the Massachusetts Community College Council (MCCC) and/or his/her designee. Four members shall be appointed by the Commissioner of Higher Education and/or his/her designee. The Employer shall provide bargaining unit members serving on this committee with one (1) reassigned time or a stipend of $3,000 (in the College’s discretion) for each semester the committee is active, but not more than $6,000 total. The Committee will first convene in the spring semester of 2016. The Committee shall meet as needed and in such locations as the committee deems advisable. The Committee shall make its recommendation for salary grids to the approving parties by no later than January 3, 2017, unless extended by the Committee with consent of the Commissioner of Higher Education and the Board of Directors of the MCCC.

2. Grid Approval

The grid(s) developed and recommended by the Committee will only be implemented upon approval of the Commissioner of Higher Education in consultation with the Community College Council of Presidents Labor Committee and upon ratification by MCCC Day unit members.
C. Salary Grid(s) Features

1. The salary grid will be comprised of columns that enable unit members to move horizontally to the right, and intervals that enable members to move down vertically.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval 3</td>
<td>Minimum Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interval 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interval 1…</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Maximum Salary</td>
</tr>
</tbody>
</table>

2. The intervals will place an agreed upon value on additional years of service to the College, but may be used to value other achievements at agreed upon values.

3. The columns will place an agreed upon value on educational attainment and other categories provided for in the parties’ collective bargaining agreement and/or agreed upon by the Committee. (For illustrative purposes only- Licensures/certifications, continuing education credits, professional development, rank change, receipt of tenure, post-tenure evaluations.)

D. Transition of existing unit members to the salary grid(s)

1. Unit members will be placed on the grid in the column that represents unit members’ educational attainment and/or other agreed upon equivalencies. (See C.3) The unit members will then be placed on the interval that most closely corresponds to the unit members’ salary and guarantees a minimum increase agreed upon by the Committee.

2. There are some unit members who, due to their longevity and other factors, will not be placed on the grid(s). They will be deemed “off-grid.” These unit members will be guaranteed a minimum salary increase agreed upon by the Committee.

3. New hires to the bargaining unit will be placed on the salary grid in accordance with the existing Classification Study.

4. The salary for any new hire to the bargaining unit will be determined in accordance with the existing classification study and such new hire’s salary will be placed at the interval on the salary grid that most closely corresponds to the new hire’s salary, but in no event shall the new hire’s salary be less than the amount determined by the classification study.