

TENTATIVE AGREEMENT

BETWEEN LONG BEACH COMMUNITY COLLEGE DISTRICT AND

LONG BEACH CITY COLLEGE FACULTY ASSOCIATION

5-29-2026

This proposal is presented as a package to settle negotiations for July 1, 2026 to June 30, 2029. If this package proposal is not accepted as written in its entirety and without modification as described below, this proposal will be declared to be void and the District will return to bargaining from its language proposed prior to this package proposal or propose a new package proposal.

Article 5 Leaves

5.3 The Sick Leave Sharing for Catastrophic Leave and Sick Leave Sharing

5.3.1 ~~The purpose and intent of this provision is to assist faculty members who have serious health problems, who are incapacitated, or must care for a family member who is incapacitated, due to a from a catastrophic illness or injury, and are unable to work, and who have exhausted their accrued sick leave and other fully paid leaves. This program is intended to align with California pursuant to Education Code section 87045 while ensuring equitable consistent, and humane support for faculty experiencing catastrophic circumstances. For purposes of this section, "family member" shall include is defined as spouse, domestic partner, child, or parent, or other individuals as defined by Government Code section 12945.7. applicable law. of the faculty member.~~

5.3.2 ~~Definition of Catastrophic Condition: A catastrophic illness or injury is one that is expected to incapacitate the employee for an extended period of time, or that requires the employee to take time off from work for an extended period of time to care for a family member who is incapacitated the employee's family for an extended period of time and results in a financial hardship substantial loss of income due to the exhaustion of sick leave and other paid time offavailable paid leave.~~

~~Catastrophic condition may also include severe psychological or emotional incapacity resulting from traumatic events, including but not limited to the death of a child, infant, or fetus, when verified by a licensed healthcare provider.~~

5.3.3 ~~Faculty members may donate at any time up to a maximum of forty (40) hours of sick leave (regular monthly and/or hourly) per year in increments of no less than one (1) hour. This donation may be made to another specific faculty member or to the sick leave pool. The identity of the donor shall not be disclosed to the recipient. In addition, faculty members contemplating retirement may donate no more than forty (40) hours to the sick leave pool at the time of retirement.~~

~~The net effect of this donation will be to extend the total paid leave available for a faculty member receiving the sick leave donation. Faculty members receiving such a donation shall receive hour for hour credit, in paid status, for sick leave donated by other faculty members.~~

~~At any time, Faculty members may donate accrued sick leave to another unit member individual faculty member who is a family member, as defined above, or to a catastrophic~~

leave pool, a minimum of eight hours of sick leave credit, and in increments of no less than one (1)-hour, increments thereafter, up to a maximum of forty (40) hours per fiscal year. All donations of sick leave are shall remain confidential and irrevocable. Donors shall maintain a A minimum balance of 40 hours shall be maintained to ensure they donors retain sufficient leave for their own use. In addition, faculty members contemplating retirement may donate no more than forty (40) hours to the sick leave pool at the time of retirement.

The net effect of this donation will be to extend the total paid leave available for a faculty member receiving the sick leave donation. Faculty members receiving such a donation shall receive hour for hour credit, in paid status, for sick leave donated by other faculty members.

5.3.4 A faculty member eligible for assistance under Section 5.3.1 above may request catastrophic leave under this section.

5.3.4.1 In making such a request, the employee shall provide verification of the catastrophic injury or illness.

5.3.4.2 Verification shall be made by means of a letter, dated and signed by the sick or injured person's physician, indicating the incapacitating nature and probable duration of the illness or injury. The District shall treat this information as confidential and use it only to determine the unit member's eligibility for catastrophic leave.

5.3.4.3 Upon determination of eligibility, the District, in collaboration with the Association President, will determine the amount of leave to be credited to the faculty member based on the amount of leave available, the anticipated duration of the illness or injury, and the number of requests for catastrophic leave have been received. Upon determination of eligibility, a joint Catastrophic Leave Committee, consisting of one representatives each from the District and the Association, shall determine the amount of leave to be credited to the faculty member based on the amount of leave available, the anticipated duration of the illness or injury, and the number of requests for catastrophic leave received. Decisions shall be based on established criteria and applied consistently to ensure equity.

5.3.4.4 The administration of catastrophic leave shall be conducted in a manner that ensures fairness, consistency, and confidentiality. Decisions shall be based on objective criteria and documented need, and shall not be influenced by personal relationships or informal considerations. The District and Association shall maintain clear procedures to ensure transparency of process while protecting employee confidentiality.

5.3.4.4 Donated hours must be used within a maximum period of 12 consecutive months.

5.3.5 A faculty member who receives paid leave pursuant to this section shall use any leave credits that he or she continues to accrue on a monthly basis prior to receiving paid leave pursuant to this section.

A faculty member shall exhaust all accrued paid leave including any donated sick leave prior to utilizing catastrophic leave benefits. Upon exhaustion of accrued leave, donated leave, and catastrophic leave the faculty member shall be placed on differential (statutory) leave in accordance with applicable law.

Donated leave may be applied, upon approval of the Catastrophic Leave Committee, concurrently with differential leave to supplement the employee's salary up to full pay ("make-whole").

5.3.6 Catastrophic leave shall be approved for an initial period of up to six (6) months.

Continued eligibility for another six (6) months shall be subject to review one month before the initial period ends at six (6) months and twelve (12) months, including updated medical verification. Catastrophic leave may taken for a total of extend up to twelve (12) consecutive months total. Extensions beyond twelve (12) months shall require explicit approval by the Catastrophic Leave Committee based on documented circumstances and available resources.

5.3.5 A joint Catastrophic Leave Committee shall be established, consisting of representatives from the District and the Association. The Committee shall be responsible for reviewing applications, determining eligibility, approving donations and supplementation, and ensuring equitable distribution of donated leave. Decisions shall be based on established criteria, documented need, available resources, and consistency across cases.

5.3.6 The composition of the committee shall be as follows and shall serve for a term of two years.:

- District: three (3) representative as listed below
- VPHR or designee and two other district appointees
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- LBCCFA: three (3) representative
- FA President or designee and two other FA appointees

5.3.7 The administration of catastrophic leave shall be conducted in a manner that ensures fairness, consistency, and confidentiality. Decisions shall be based on objective criteria and documented need, and shall not be influenced by personal relationships or informal considerations. The District and Association shall maintain clear procedures to ensure transparency of process while protecting employee confidentiality.

5.3.8 Any leave credits accrued during catastrophic leave shall be applied in a manner consistent with this Article and shall not unduly interrupt approved supplementation unless necessary to maintain equitable distribution of donated leave.

5.3.5 Donated leave may be applied, upon approval of the Catastrophic Leave Committee, concurrently with differential leave to supplement the employee's salary up to full pay, subject to available donated leave and equitable distribution.

5.3.37 It is expressly understood that participation in this program shall be sick leave sharing plan is voluntary and shall require the written authorization of the faculty member. Faculty members voluntarily participating in this program shall hold the District and LBCCFA harmless for any and all disputes arising out of this provision. **Decisions of the Catastrophic Leave Committee shall not be subject to the grievance procedures of this Agreement.**

5.4 Pregnancy, Maternity & and Parental Leaves

5.4.1 This article describes the leaves available rights of employees during pregnancy, pregnancy loss, childbirth, adoption, and early parenthood. The framework of leave options and workplace accommodations detailed below respect the health and well-being of employees. Please refer to the *Pregnancy, Maternity, and Parental Leave Resource Guide*.

5.4.2 **Pregnancy Disability Leave:** Faculty members who experience a pregnancy-related condition that constitutes a temporary disability, including but not limited to physical complications, recovery including but not limited to emotional recovery, mental health concerns and/or postpartum depression, shall be eligible for leave under the same terms and conditions as any other

~~temporary disability. Faculty shall be entitled to apply for and receive applicable state or district disability benefits consistent with law and district policy. A unit member who is disabled on account of pregnancy, childbirth, or a related medical condition, as certified by their health care provider, shall be eligible for pregnancy disability leave of up to four months per pregnancy. The unit member shall utilize their sick leave benefits pursuant to Section 5.2 of this Article, and if necessary, their statutory (extended illness) leave pursuant to Section 5.10 of this Article. The parties intend for this section to be interpreted consistent with Government Code section 12945 and its supporting state regulations.~~

- 5.4.13 A unit ~~faculty~~ member ~~(probationary or tenured)~~ who has at least twelve (12) months of service with the District may take up to twelve (12) weeks of leave for reason of the birth of a child of the employee, or the placement of a child with the employee in connection with the adoption or foster care of the child by the employee. An employee shall not be provided more than one twelve (12) week leave period pursuant to this section during any twelve (12) month period. ~~The twelve (12) work weeks do not have to be taken consecutively. Where both parents of the child for whom leave is taken are employed by the district, any amount of parental leave taken by one parent shall not diminish the twelve (12) work weeks of parental leave to which the other parent may be entitled.~~

5.4.3.1 Leave under this section shall be in addition to any leave taken under Section 5.4.2, Pregnancy Disability Leave.

5.4.3.2 If needed to confirm eligibility for leave under this section, the District may request reasonable documentation of family relationship or placement, such as birth certificate, court or adoption records, and foster placement papers.

5.4.3.3 Leave under this section does not have to be taken in one continuous period of time, but shall be at least two weeks in duration. Any leave taken shall be concluded within one year of the birth or placement of the child with the employee.

5.4.3.4 Where both parents of the child for whom leave is taken are employed by the District, any amount of parental leave taken by one parent shall not affect the other parent's parental leave rights.

5.4.3.5 The first ~~week~~ 40-45 hours of leave will be paid from the District's parental leave time. If additional time is needed, the additional leave will be paid from ~~any accumulated sick time of the employee~~, a combination of a discretionary days, accrued sick leave hours, and/or overload/banked units, as follows:

5.4.3.5.1 After the first week of paid leave, a unit member shall utilize one discretionary day pursuant to Section 5.11 of this Article.

5.4.3.5.2 After the discretionary day is used, the unit member may use sick leave benefits pursuant to Section 5.2 of this Article or load banked under Section 10.9.3. If load bank is used, it shall be applied at an equivalency of 48 hours per banked teaching unit.

5.4.3.5.3 When all discretionary leave and available sick leave has been exhausted, and the unit member continues to remain off work, the unit member shall receive 50% pay for the remainder of the twelve (12) workweeks.

5.4.3.6 Parental leave shall not be applied to ~~charged on~~ official District holidays, breaks, or intersessions.

5.4.3.7 The District may, upon application and approval, grant an unpaid pre- or post-childbirth

leave of absence to a pregnant faculty member prior to or after ~~to~~ the time of qualifying for sick leave benefits.

5.4.3.8 The HR Department will work with the employee to review their paid **and unpaid** leave options and create a calendar, outlining the ~~absence~~ timeline and planned usage of paid leaves.

5.4.3.9 The parties agree the intent of this section is to comply with **Family and Medical Leave Act (FMLA) (29 U.S.C. §§ 2601–2654), the California Family Rights Act (Govt. Code, § 12945.2)** and Education Code section 87780.1 and agree to amend the language in line with any statutory requirement changes.

~~5.4.3~~ The first 40 ~~45~~ hours of leave will be paid from the District's parental leave time. If additional time is needed, the additional leave will be paid from any accumulated sick time of the employee, a combination of discretionary days, accrued sick leave hours, and/or overload/banked units. The HR Department will work with the employee to review their paid leave options and create a calendar outlining the absence timeline and planned usage of paid leaves. The employee may request an FA member to guide them through this process. The employee's sick leave audit will list discretionary days first. During the fall and spring semesters, the first five (5) consecutive days the employee uses sick leave, the employee will be charged for time worked. Classroom faculty are charged for class time and scheduled office hours; non-instructional faculty are charged based on a formula related to the hours scheduled per week. After the fifth day, the employee will be charged a daily rate based on the entire work week (45 hours/week for most faculty). Such leave shall not be charged on official District holidays, breaks, or intersessions. Should accumulated sick time be exhausted prior to the end of the leave period, and the employee continues to be off work due to pregnancy, maternity and/or parental leave, the remaining time shall be paid at the rate of 50% of their regular salary (Statutory Leave). Upon written request, a faculty member may request additional leave beyond the twelve (12) work weeks. Additional leave may be granted as paid or unpaid.

~~5.4.4~~ Utilization of Sick Leave: During that period of time in which the faculty member is physically disabled and unable to perform their regular duties due to pregnancy, miscarriage, childbirth and recovery (including but not limited to physical, emotional, and postpartum depression) therefrom, as certified by their physician, the faculty member shall be permitted to utilize their accrued sick leave pursuant to Section 5.2 of this Article.

~~5.4.5~~ Optional Unpaid Portion: The District may, upon application and approval, grant an unpaid pre- or post-childbirth leave of absence to a pregnant faculty member prior to or after ~~to~~ the time of qualifying for sick leave benefits.

~~5.4.46~~ During pregnancy **disability** leave, ~~maternity and parental leave, unit~~faculty members will receive health and welfare **benefits as though** coverage the same as if they were not on leave. An employee shall retain employee status with the District, and such leave shall not constitute a break in service. An employee returning from this leave shall have no less seniority than when the leave commenced.

~~5.4.7~~ Due to a faculty member's pregnancy, the District shall not: Refuse to select them for or include them in a training program leading to reassignment or promotion; Discharge them from employment; Discriminate against them in matters of compensation or conditions of employment as defined in Section 3543.2 of the State Government Code.

~~5.4.8~~ Processes & Accommodations: When requesting Pregnancy Leave, medical certification is required for all employees. All other Parental Leave (for bonding with a newborn, adopted, or foster child within one year of birth or adoption or placement) requires proof of birth or placement such as birth certificate or adoption/ foster care documentation.

- 5.4.8.1 Banked Units: Tenured faculty or probationary faculty who have banked their overload units may use these units during the semester of their due date or adoption/foster placement date.
- 5.4.8.2 Probationary Faculty: A probationary faculty member will be deemed to have completed the first, second, third, or fourth contract year as applicable if the faculty member provides service for 75% of the academic year. Time spent on paid or unpaid leave shall be included in computing service if the probationary faculty member serves sufficient time to allow for completion of the evaluation process. For faculty on the 177-day contract this equates to taking up to 45 days of leave. For faculty on the 197-day contract this equates to taking up to 50 days of leave.
- 5.4.8.3 Accommodations: All faculty may request accommodations to ease their pregnancy, maternity, or parental experience. If the employee works in an area where for safety reasons, it is unsafe for them to continue doing their work as a pregnant person, please request a doctor's accommodation letter to provide to Human Resources. Prior to the beginning of the academic year, the District and the Faculty Association shall meet to discuss and resolve concerns related to health, safety, access to facilities, equipment, supplies, and other issues that may impact pregnant faculty.
- 5.4.8.4 Lactation Accommodations: The District must provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for their infant child each time the employee has a need to express milk, and a private, non-bathroom space equipped with seating, electricity, breastmilk storage, and a surface for a pump. The district will not restrict an employee to lactation only during class breaks. Protections apply for as long as the employee nurses. Access to Lactation Rooms are available to employees on both the LAC and TTC campuses.
- 5.4.8.5 Disability Leave: Faculty members who experience a pregnancy-related condition that constitutes a temporary disability, including but not limited to physical complications, recovery including but not limited to emotional recovery, mental health concerns and/or postpartum depression, shall be eligible for leave under the same terms and conditions as any other temporary disability. Faculty shall be entitled to apply for and receive applicable state or district disability benefits consistent with law and district policy.
- 5.4.9 Pregnancy Loss & Bereavement Leave: An employee shall be entitled to take up to five (5) days of unpaid reproductive loss leave per reproductive loss event. A reproductive loss event means the day or for a multiple-day event, the final day of a reproductive loss event. A reproductive loss includes, but is not limited to, failed adoption, failed surrogacy, loss of pregnancy, miscarriage, stillbirth, or unsuccessful assisted reproduction.
- 5.4.9.1 Multiple Losses: If the faculty experiences more than one reproductive loss event within a 12-month period, the faculty is limited to a total amount of reproductive loss leave time of 20 days within a 12-month period. The faculty may take reproductive loss leave on nonconsecutive days.
- 5.4.9.2 All reproductive loss leave shall be completed within three (3) months of the event entitling the unit member to the reproductive loss leave. A faculty may use Family and Medical Leave Act (FMLA), accrued sick leave, or any other accrued time off to supplement any unpaid reproductive loss leave with pay where the FMLA required criteria are met.

5.5 Reproductive Loss Leave

- 5.5.1 An eligible unit member may take up to five (5) days of reproductive loss leave under this Section following a reproductive loss event that would have made the employee a parent

if successful. Reproductive loss leave need not be taken on consecutive days.

5.5.1.1 A “reproductive loss event” is defined as the day of, or for a multiple-day event the final day of, a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction (i.e., an unsuccessful artificial insemination or embryo transfer).

5.5.1.2 A “failed adoption” includes the dissolution or breach of an adoption agreement with the birth mother or legal guardian, or an adoption that is not finalized because it is contested by another party.

5.5.1.3 A “failed surrogacy” includes both the dissolution or breach of a surrogacy agreement, or a failed embryo transfer to the surrogate.

5.5.1.4 A “miscarriage” includes a miscarriage suffered by the employee or the employee’s spouse or registered domestic partner, or a miscarriage suffered by another individual if the unit member would have been a parent of a child born as a result of the pregnancy (e.g. a miscarriage suffered by a unit member’s surrogate).

5.5.2 A unit member must have been employed for at least thirty (30) days prior to the commencement of the leave to be eligible. The thirty (30) days need not be consecutive.

5.5.3 Such leave must be completed within three (3) months of the reproductive loss event, or the final day of a reproductive loss event for a multiple-day event, except that if, prior to or immediately following the reproductive loss event, the unit member is on or chooses to go on Pregnancy Disability Leave, California Family Rights Act leave, or any other leave pursuant to state or federal law, the unit member must complete their reproductive loss leave within three (3) months of the end date of the other leave.

5.5.4 If a unit member experiences more than one reproductive loss event within a 12-month period, the unit member may take no more than 20 days within a 12-month period.

5.5.5 Unit members should provide notice of their need for reproductive loss leave as soon as practicable to Human Resources. The District shall maintain the confidentiality of any unit member requesting leave, and any information provided to the District by a requesting unit member shall not be disclosed except to internal personnel or management, as necessary, or as required by law.

5.5.6 Unit members may use available paid sick leave, personal necessity leave, or bereavement leave concurrently with reproductive loss leave. If no paid leaves are available, reproductive loss leave shall be unpaid. Reproductive loss leave shall be in addition to any leave used by a unit member for pregnancy-related disability.

5.5.7 The parties intend for this section to be interpreted consistent with Government Code section 12945.6.

5.65-5 Family Care Leave

5.6.1 Upon request, the Board of Trustees shall grant an unpaid leave of absence to any faculty member for a period of time of one (1) year for the purpose of rearing the faculty member's child/children (whether natural or adopted) or for the purpose of caring for ill or infirm member(s) of the faculty member's immediate family provided that the employee submit the leave of absence request form to Human Resources at least thirty (30) days prior to the anticipated beginning date of the leave. “Immediate family” means mother, father, grandmother, or grandfather of the faculty member, mother, father, grandmother, or grandfather of the spouse/domestic partner of the

faculty member, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or grandchild of the faculty member, and stepson, stepdaughter, stepmother, stepfather, stepbrother, or stepsister of the faculty member, or any person living in the immediate household of the faculty member. Exceptions to this notice requirement may be granted by the Board of Trustees.

- 5.6.2 Additional leave for up to one (1) additional year may be granted upon the request of the employee if the request is made at least thirty (30) days prior to expiration of family care leave and if the original need persists. Exceptions to this notice requirement may be granted by the Board of Trustees.
- 5.6.3 If a family care leave is taken pursuant to this section by an academic employee after the employee has begun work in a given school year, service credit shall be granted for the balance of that year and then no service credit shall be granted for any subsequent year of unpaid leave.

5.7 Bereavement Leave

Every bargaining unit member shall be entitled to a leave of absence for each occurrence of death of any member of the immediate family (as defined by Section 5.6.1 of this Article).

5.7.1 This leave shall be paid and shall not be deducted from sick leave. The time allowed for bereavement leave shall be **up to** five (5) days. ~~with the 5th day as an unpaid day unless unit members use a personal necessity day, if travel of less than 250 miles one way is required, and six (6) days~~

5.7.2 Unit members may take a 6th day off, using a personal necessity day, if travel of more than 250 miles one way is required. **The days of bereavement leave need not be consecutive.**

5.7.3 Bereavement leave must be taken within three months seven (7) calendar days of the death and is not cumulative.

5.7.4 The District may request that an employee provide documentation of the death of the family member within 30 days of the first day of the leave upon request. If requested, appropriate documentation could be in the form of a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency.

5.7.54 The parties intend for this section to be interpreted consistent with Government Code section 12945.7.

5.8 Organ or Bone Marrow Donation Leave

5.8.1 Unit members may take a paid leave of absence of up to 30 business days in a one-year period for the purpose of donating an organ to another person. An additional 30 business days of unpaid leave shall be granted if needed based on medical verification.

5.8.1.1 The employeeunit member shall be required to use earned but unused sick leave to cover the first ten (10) business days of leave, if available.

5.8.1.2 The employeeunit member shall be permitted to use earned but unused sick leave, upon request, to cover the 30 business days of unpaid leave.

5.8.2 Unit members may take a paid leave of absence of up to five (5) business days in a one-year period for the purpose of donating bone marrow to another person. The employee shall be required to use up to five (5) days of earned but unused sick leave, if available.

5.8.3 Unit members shall provide written verification that the employee is making an organ or bone marrow donation and that the procedure is medically necessary.

5.8.4 Leave under this section need not be taken on consecutive days.

5.8.5 Leave taken by a unit member under this section shall not run concurrently with leave taken pursuant to FMLA and the CFRA.

5.8.6 The parties intend for this section to be interpreted consistent with Labor Code section 1510.

5.89 Personal Necessity Leave

5.98.1 All faculty members may use their accumulated sick leave, not to exceed six (6) days per fiscal year, for this leave.

5.98.2 Personal Necessity Leave shall be granted for any of the following situations:

5.97.2.1 Death of a member of the immediate family (immediate family defined in Section 5.6.1 of this Article) when the leave granted under Section 5.7 of this Article has been exhausted;

5.97.2.2 Accident involving the faculty member's person or property, or the person or property of a member of the immediate family, as defined in Section 5.6.1 of this Article;

5.97.2.3 Appearance as a witness under official order. Each date of necessary attendance under such an order, other than the date specified in a subpoena, shall be certified by the clerk or other authorized officer of a court or governmental jurisdiction. This section does not apply to professional witnesses;

5.97.2.4 Illness in the immediate family of the faculty member, as defined in Section 5.6.1 of this Article;

5.97.2.5 Home protection in the event of a natural catastrophe such as severe storm, fire or earthquake;

5.97.2.6 Paternity;

5.97.2.7 Observance leave for certain religious holidays;

5.97.2.8 Appearance in any court or before any administrative tribunal as a litigant or party;

5.97.2.9 For reasons of compelling personal importance (as per Education Code § 87781.5). When reasonably possible the faculty member must provide at least twenty-four (24) hours' advance notice to the department/school office of the intention to use this provision.

5.810 Statutory (Extended Illness) Leave

5.911 Imminent Death Leave

5.4012 Industrial Accident and Illness Leave

5.4413 Discretionary Leave

Every faculty member shall be entitled to one (1) day (non-cumulative) per fiscal year at full pay (not to be deducted from sick leave) for any purpose. Faculty members shall also receive two (2) additional discretionary days per fiscal year (a total of three [3]) not subtracted from sick leave. These two (2) additional discretionary days shall only be taken on a day for which the District does not have to pay for a substitute. The appropriate department or school office must be notified at least twenty-four (24) hours in advance of the absence.

5.4214 Jury Leave

5.4315 Professional Development Leave

5.4416 Retraining Leave

5.4517 Sabbatical Leave

5.4618 Professional Conference Leave

5.4719 Short-Term Military Leave

5.20 Leave for Victims of Qualifying Acts of Violence

5.20.1 Definitions.

5.20.1.1 "Relief" is defined to include, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the unit member, their child, or their family member.

5.20.1.2 A "qualifying act of violence" is defined to include any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime: domestic violence, sexual assault, stalking, or any act, conduct, or pattern of conduct in which an individual causes bodily injury or death to another individual; in which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or in which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

5.20.1.3 Except as otherwise specified, "victim" means an individual against whom a qualifying act of violence is committed.

5.20.1.4 "Family member" for the purposes of this section includes spouse, parent, parent-in-law, child, grandparent, grandchild, sibling, registered domestic partner, and designated person.

5.20.2 An employee who is the victim of a qualifying act of violence may take up to twelve (12) weeks of leave for the reasons listed below. An employee who has a family member who is a victim of a qualifying act of violence may take up to ten (10) days of leave for the reasons listed below, unless otherwise stated herein.

5.20.2.1 To obtain or attempt to obtain any relief for themselves or their child, or for a family member, including but not limited to a temporary or permanent restraining order, or other injunctive relief, to ensure the health, safety, or welfare of the family member of the victim.

5.20.2.2 To seek, obtain, or assist a family member to seek or obtain; medical attention to recover from injuries; services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency, or psychological counseling or mental health services; related to qualifying acts of violence (as defined above).

5.20.2.3 To participate in safety planning or take other actions to increase safety from future qualifying acts of violence.

5.20.2.4 To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing permanent or temporary housing or enrolling children in a new school or childcare. In circumstances where the employee is not the victim and the family member who is a victim is not deceased as a result of the crime, the leave taken for this reason is limited to five days.

5.20.2.5 To provide care to a family member who is recovering from injuries caused by a qualifying act of violence.

5.20.2.6 To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services; to prepare for, participate in, or attend any civil, administrative, or criminal legal proceedings, or to seek, obtain or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult; related to, or as a result of, a qualifying act of violence.

5.20.3 Unit members may use sick leave or personal necessity leave that is otherwise available while on leave under this Section.

5.20.4 As a condition of taking time off for a purpose set forth above, the unit member shall give the employer reasonable advance notice of the unit member's intention to take time off, unless the advance notice is not feasible. If an unscheduled absence occurs, the unit member shall provide upon request a certification to the employer, within a reasonable time after the absence. The following forms of certification shall be sufficient:

5.20.4.1 A police report indicating the unit member or their family member was a victim.

5.20.4.2 A court order protecting or separating the unit member or their family member from the perpetrator of the qualifying act of violence, or other evidence from a court or prosecuting attorney that the unit member or their family member has appeared in court.

5.20.4.3 Documentation from a licensed medical professional, domestic violence counselor, sexual assault counselor, victim advocate, licensed health care provider, or counselor that the unit member or their family member was undergoing treatment or seeking or receiving services directly related to the qualifying act of violence.

5.20.4.4 Any other documentation that reasonably verifies that the qualifying act of violence occurred, including, but not limited to, a written statement signed by the unit member or an individual acting on their behalf certifying that the absence is for a purpose authorized above.

5.20.5 Leave taken by a unit member for purposes listed above shall run concurrently with leave taken pursuant to FMLA and the CFRA, if the unit member is eligible for such leave.

5.20.6 The parties intend for this section to be interpreted consistent with Government Code section 12945.8.

5.4821 Leave Without Pay

5.4922 Miscellaneous

5.4922.1 At the expiration of a leave of absence, the faculty member shall, unless they agree otherwise, be reinstated in the assignment held at the time of the granting of the leave of absence.

5.4922.2 Annual Salary Step Increments: Employees on paid leave and Professional Development Leave shall have their leave time count as time served for purposes of salary step advancement. Faculty members on unpaid leaves (excluding Professional Development Leave) shall not have their leave time count as time served for purposes of salary step advancement. However, if a leave is taken pursuant to Section 5.3 of this Article, after the faculty member has begun work in a given school year, service credit shall be granted for the balance of that year, and then no service credit shall be granted for any subsequent year of unpaid leave. This provision, limiting salary service credit for faculty members on certain leaves, shall be prospective in effect; faculty members who, pursuant to prior policies, previously earned service credit while on leave shall not have their previous salary status affected.

5.4922.3 While on paid leave or on less than thirty (30) calendar days of unpaid leave or on Professional Development Leave (Section 5.14 of this Article), the District shall provide all health and life insurance benefits for the faculty member and their enrolled dependents.

5.4922.4 While on unpaid leave for more than thirty (30) calendar days, except as in Section 5.14 of this Article, the faculty member shall be permitted to participate in District health insurance plans by paying the cost of the plans during the period of leave. Neither the District nor the faculty member may make STRS contributions for unpaid leaves of any length except for the STRS pre-retirement reduced workload program (Article 13.2) and sabbatical leaves (Section 5.16 of this Article).

5.4922.5 Pursuant to Education Code § 87775, the District and Board of Trustees shall be freed from any liability for payment of any compensation or damages provided by law for the death or injury of any faculty member when the death or injury occurs while the faculty member is on any leave of absence granted pursuant to this Article.

5.4922.6 The Board of Trustees has the power to grant leaves of absence with pay to employees for other purposes or for other periods of time.

Article 9 Faculty Evaluation

Agreed-upon changes to Appendices E-2 and E-11B are part of the package and included later with other Appendices to be changed.

9.4.3.3.3 Evaluation of professional competence and Classroom/Worksite Observation:

...

- c) All members of the Tenure Review Committee are required to make one (1) scheduled classroom or worksite observation and complete a Probationary Faculty Observation Report (In-Person Class) (Appendix E-2.A) or Section E. of Online Course Checklist/Observation - Probationary Faculty (Synchronous or Asynchronous Class) (Appendix E.2.B). Observations shall occur

within the first twelve (12) weeks of the semester. Observations for in-person classes will be for a minimum of fifty (50) minutes each for instructional assignments and a minimum of thirty (30) minutes each for non-instructional assignments. Each evaluator may make two (2) additional observations, either scheduled or unscheduled observation. One scheduled observation per committee member for Synchronous or Asynchronous Classes will be for a maximum of two hours with the parameters of one content Module, the Home Page, Discussions, and the Announcements to be observed. Observations shall be recorded on the Probationary Faculty Observation Report (In-Person Class) (Appendix E-2.A) or in Section E. of Online Course Checklist/Observation - Probationary Faculty (Synchronous or Asynchronous Class) (Appendix E.2.B), communicated with the evaluatee, and submitted to the evaluatee and the Tenure Review Committee. In the case of an overall less than satisfactory observation, the evaluator shall be required to meet with the evaluatee to discuss the observation within five (5) days of conducting the observation.

- 1) Faculty who are primarily non-teaching but who teach classes shall also be evaluated in those classes that they teach.

...

9.4.3.3.4 All faculty teaching a distance education course shall be evaluated in each distance education course during their normal evaluation cycle. Committee members shall be trained to evaluate faculty teaching distance education courses.

- a) For approval of an online or hybrid teaching assignment, a bargaining unit member must complete one of two options:
 - 1) The LBCCD Online Teaching Certification; or
 - 2) Present documentation of satisfactory completion of an online teaching certification from a regionally accredited college
- b) A bargaining unit member shall present evidence of completion of an online teaching certification from the District and/or another regionally accredited college for review and approval prior to an assignment being given. Certification documentation shall be provided to the respective Department Head for consideration in assignment and provided to the Online Learning and Educational Technology Office for validation. Human Resources will include completion of an approved certification in the bargaining unit member's personnel file.
- c) As part of the ongoing evaluation process, online or hybrid courses must show evidence of faculty-initiated and student-to-student regular and effective contact and interaction consistently and ongoing throughout the length of the course. The LBCCD Probationary Faculty Online Course Checklist/Observation (Synchronous or Asynchronous Class) (Appendix E-2.B) shall be

utilized to provide peer feedback on Sections A-D in the areas of:
1) Content Presentation 2) Communication/Interaction 3) Assessment 4) Accessibility

- d) Instructors should regularly participate in professional development activities specifically related to online or hybrid instruction. These may include: District approved Learning Management System instruction, pedagogical discussions, equitable teaching and learning practices, etc. e) Regular contact hours should be listed through published student office hours (whether virtual or in-person) and availability for answering questions and giving feedback in all modes of instruction.

e) After obtaining initial online teaching certification, faculty who wish to continue teaching online or hybrid courses must complete six hours of recertification training as approved by the Office of Online Learning & Educational Technology (OLET) and Online Education Committee (OEC) every four years to remain certified. Recertification documentation shall be provided to the respective Department Head for consideration in assignment and provided to the Online Learning and Educational Technology Office for validation. Human Resources will include completion of an approved recertification in the bargaining unit member's personnel file.

9.7 Distance Education Teaching Assignments

9.7.1 For approval of an online or hybrid teaching assignment, a bargaining unit member must complete one of two options: 1) The LBCCD Online Teaching Certification; or 2) Present documentation of satisfactory completion of an online teaching certification from a regionally accredited college

9.7.2 A bargaining unit member shall present evidence of completion of an online teaching certification from the District and/or another regionally accredited college for review and approval prior to an assignment being given. Certification documentation shall be provided to the respective Department Head for consideration in assignment and provided to the Online Learning and Educational Technology Office for validation. Human Resources will include completion of an approved certification in the bargaining unit member's personnel file.

9.7.3 As part of the ongoing evaluation process, online/hybrid courses must show evidence of faculty-initiated and student-to-student regular and effective contact and interaction consistently and ongoing throughout the length of the course. The LBCCD Online Course Checklist/Observation – Tenured Faculty (Synchronous or Asynchronous Class) (Appendix E-11.B) shall be utilized to provide peer feedback on Sections A-D in the areas of: 1) Content Presentation 2) Communication/Interaction 3) Assessment 4) Accessibility

9.7.4 Instructors should regularly participate in professional development activities specifically related to online or hybrid instruction. These may include: District approved Learning Management System instruction, pedagogical discussions, equitable teaching and learning practices, etc.

9.7.5 After obtaining initial online teaching certification, faculty who wish to continue teaching online or hybrid courses must complete six hours of recertification training as approved by the Office of Online Learning & Educational Technology (OLET) and Online Education Committee (OEC) every four years to remain certified. Recertification documentation shall be provided to the respective Department Head for consideration in assignment and provided to the Online Learning and Educational Technology Office for validation. Human

Resources will include completion of an approved recertification in the bargaining unit member's personnel file.

9.7.56 Regular contact hours should be listed through published office hours (whether virtual or in-person) and availability for answering questions and giving feedback.

9.7.67 Committee members shall be trained to evaluate faculty teaching distance education courses.

9.8 Student Evaluation of Tenured Faculty

9.8.1 The student evaluation process of tenured faculty member(s) shall be initiated every three (3) years during the evaluation cycle for all scheduled sections. Student evaluations will be considered as a part of the process for evaluating tenured faculty members.

~~9.8.2 Each department shall develop its individual student evaluation instrument, with all faculty member(s) in that department having the opportunity for input into the content of the instrument. Each department will file a copy of the document with the Academic Senate and the appropriate Vice President.~~

~~9.8.3 A member of the Evaluation Team (not the evaluatee) shall distribute the appropriate student evaluation forms to all students in each class and leave the classroom while the student evaluation is being completed. All the student evaluation forms will be collected by the Evaluation Team member in each class, placed in an envelope identified with information about the section number and instructor, sealed and returned to the Chair of the Evaluation Team for distribution to the Team members in accordance with Section 9.4.3.3.2 of this Article. ...~~

9.8.6 Student Evaluation (Appendices E-8.A, B, C, D, E, F, G)

9.8.6.1 Process for Conducting Classroom Student Evaluations

9.8.6.1.1 Student evaluations shall be conducted in at least three (3) of the classes being taught by the evaluatee during the fall semester. A member of the Evaluation Team shall meet with the evaluatee's class during the first twenty (20) minutes of the designated class period for the purpose of distributing a hard copy or electronic copy of the appropriate student evaluation forms to all students in each class. The evaluatee shall not be present while student evaluations are being conducted. All hard copy student evaluation forms will be collected by the Evaluation Team member, placed in an envelope identified with information about the section number and instructor and sealed. The member of the Evaluation Team that conducts the student evaluations will deliver the sealed envelope to the Chair of the Evaluation Team who will then have both the ratings and comments compiled into a single separate document to ensure confidentiality that will then be distributed to the Evaluation Team with a copy to the evaluatee. The electronic student valuation forms will be collected by the designated District repository and sent to the Evaluation Team Chair for disbursement. The original student evaluation forms shall be retained by the Chair of the Evaluation Team so that the evaluatee may have access to the original documents after the evaluatee has posted grades for that class. Student evaluations shall be conducted in at least three (3) of the classes being taught by the evaluatee during the fall semester. A member of the Evaluation Team shall meet with the evaluatee's class during the first twenty (20) minutes of the designated class period for the purpose of distributing a hard copy or electronic

~~copy of the appropriate student evaluation forms to all students in each class. The evaluatee shall not be present while student evaluations are being conducted. All hard copy student evaluation forms will be collected by the Evaluation Team member, placed in an envelope identified with information about the section number and instructor and sealed. The member of the Evaluation Team that conducts the student evaluations will deliver the sealed envelope to the Chair of the Evaluation Team who will then have both the ratings and comments compiled into a single separate document to ensure confidentiality that will then be distributed to the Evaluation Team with a copy to the evaluatee. The electronic student evaluation forms will be collected by the designated District repository and sent to the Evaluation Team Chair for disbursement. The original student evaluation forms shall be retained by the Chair of the Evaluation Team so that the evaluatee may have access to the original documents after the evaluatee has posted grades for that class.~~

9.8.6.1.2 The area dean/administrative supervisor may have access to the student evaluations any time after they have been distributed to the Evaluation Team members.

...

Article 10 Hours of Employment/Service Load

10.4 Examination Period – Graduation and College Day

10.4.1 Classes will be held until the last day of the semester and final exams will be held within regularly scheduled class times.

10.4.2 Graduation and College Day are paid days of service to the District (Section 10.1). Faculty members are required to participate in the graduation ceremony in order to be paid for this day of service unless the faculty member is absent due to illness or has an absence that has been pre-approved (the use of discretionary leave, under Section 5.12, is not applicable to Graduation, College Day, or the first week of the fall and spring terms, unless the discretionary day is pre-approved by the area VP a week before the day of graduation, College Day, or the first week of the term).

10.7 Out-of-Class Responsibilities

...

10.7.2 College Service Hours Faculty members shall devote an average of 5 hours per week (160 hours per academic year) to college service. This includes:

- Extracurricular service such as an unpaid club sponsor or unpaid professional assistance to faculty and staff (such as conducting workshops or computer assistance);
- Unpaid responsibilities outside student office hours incidental to the orientation and registration of students;
- Curriculum and program development, including advisory committee service;
- Proposal and grant writing;

- Online recertification training
- Industry and community contacts that directly benefit the educational program at Long Beach City College; and
- Actual participation in the Academic Senate, the Curriculum Committee, the LBCCFA Representative Council and/or Executive Board, the LBCCFA negotiating team, the Faculty/Staff Association, faculty evaluation activities, institutional committees (both standing and ad hoc), departmental meeting, Self-Study Committees, hiring committees, and other committee work.
- **Departmental meetings**
 - Department meetings scheduled per the guidelines in Section 12.1.1.6 are mandatory.
 - Exceptions for attendance include but are not limited to student emergencies, participatory governance committee meetings, and pre-existing class schedules.
 - **Department meetings may must be offered in hybrid or online modalities, as determined by the Department Head, to ensure maximum participation. Participants who attend remotely will keep their cameras turned on and meetings shall be recorded.**
 - Unit members shall not be required to attend more than five mandated department meetings per semester.
- Department projects and priorities including but not limited to special reports, accreditation self-study for external agencies, marketing courses and programs, and participation and assistance with other college-wide or department activities as approved by the department head and dean.

10.8.1.1.5 Once the 197 days have been worked, the counselor may work additional hours as an overload assignment at the faculty member's option, to be compensated at the Schedule 5A hourly rate or carried over to the following year.

ARTICLE 11

SALARY

Proposed Salary Increases

First Year – 3% or funded, non-discretionary COLA whichever is higher

Second Year 3% or funded, non-discretionary COLA whichever is higher 75 percent of funded, non-discretionary COLA

Third Year – 3% or funded, non-discretionary COLA whichever is higher 75 percent of funded, non-discretionary COLA

~~If legislation that requires community colleges to provide employees fully paid leave for pregnancy-related disabilities is implemented, both parties agree to re-open bargaining to negotiate the allocation of the 2026-2027 discretionary 1.44% COLA.~~

11.6 Salary Schedule 5A – Hourly Compensation for Overload

~~Faculty members shall be placed in the appropriate column (Less Than Master's or Master's or More or Doctorate) in accordance with the placement criteria, including vocational equivalencies, in Section 11.2 above. No placement credit for hourly teaching experience outside of the District is granted on Schedule 5A. A faculty member who had prior service in the District as an hourly instructor shall retain that service credit. Step placement shall be based solely upon years of service in an hourly capacity and shall not include service in a contract, substitute, long-term substitute, or voluntary assignment. Qualifying faculty who were on step 4 for more than two (2) years prior to July 1, 2021 shall be moved to step 6 of Salary Schedule 5A. Credit toward a year of service on Schedule 5A shall be granted when a faculty member starts and completes at least one (1) entire course of at least eighteen (18) hours (hour = 60 minutes) during the academic year. For purposes of defining an academic year within Schedule 5A for 2020-21 and moving forward, an academic year includes winter and summer intersessions.~~

~~Faculty shall be compensated at an hourly rate of 1/1000th their annual salary.~~

Instructional Faculty shall be compensated for each teaching unit of overload. The total pay for overload is determined by multiplying the applicable rate stated on Salary Schedule 5A (based on where a faculty member is placed) by the number of instructional units. Schedule 5A rates will increase proportionately to all full time raises starting the 27/28 school year.

Non-instructional faculty working above their contractual obligations in section 10.8 shall be compensated at the Schedule 5A overload rate. 1/18th the TU rate per hour. All faculty hourly duties shall be compensated at 1/18th the TU rate per hour.

ARTICLE 13 RETIREMENT OPTIONS AND BENEFITS

- 13.3** Faculty members hired prior to February 1, 1995, who retire from District service, shall designate one of the following retiree medical benefits options at the time the faculty member's retirement forms are submitted to the District:

13.3.1 OPTION A

A faculty member, who retires from the District under STRS or PERS guidelines, after fifteen (15) or more years of service, qualifies for District-paid hospital/medical benefits according to the following schedule:

<u>Age at Retirement</u>	<u>Years of Service</u>	<u>Terms of Coverage</u>
Under 65	15	to age 67
65 or over	15-22	2 years past retirement
65 or over	23-29	3 years past retirement
65 or over	30 or more	4 years past retirement

13.3.2 OPTION B

A faculty member, who retires from the District under STRS or PERS guidelines, after fifteen (15) or more years of service, qualifies for one (1) year of District-paid hospital/medical benefits for every ~~five~~ ~~three~~ ~~four~~ years of full-time District service.

- 13.4** Faculty members hired after February 1, 1995, shall only be eligible for Option B.

APPENDIX C - SALARY SCHEDULE 3

Long Beach Community College District Salary Schedule 3

Additional Compensation Paid to Academic Employees Based on Additional Time and/or Responsibility

Total Amount for
School Year

\$2,782	Assistant Swimming*	Drama Costume Coordinator*
\$3,340	Assistant Water Polo* Conflict Resolution Facilitators ^Δ Assistant Cross Country (M&W)	Pepster Adviser
\$3,430	Assistant Baseball* Assistant Softball*	Assistant Track (M&W)* Assistant Volleyball (M&W)*
\$4,085	Academic Policy and Standards and Policies	Newspaper Director
\$4,900	— Subcommittee Chair Academic Standards and Policies Subcommittee Chair [+ 20% reassigned] # Department Planning/Program Review Subcommittee Chair Associate Degree and General Education Subcommittee Chair Assistant Basketball (M&W)* Athletics, Assistant/Assistant Coach*Δ Band Director Children's Theater Director Choir Director Dance Director Drama Director Faculty Ombudsperson Forensics Director Golf* Instrumental Jazz Director	Orchestra Director Radio/TV Director Soccer (M&W) Stage Director Swimming, Head Coach (M&W) Tennis (M&W) Vocal/Jazz Director Volleyball, Head Coach (M&W)* Water Polo, Head Coach (M&W)* Gross Country, Head Coach (M&W)
\$5,555	Intramurals*	Track, Head Coach (M&W)*
\$6,214	Articulation Coordinator	Career Coordinator
\$7,460	Associate Degree and General Education — Subcommittee Chair Athletics, Head Coach*Δ Baseball, Head Coach* Committee on Curriculum and Instruction Chair [+ 80% reassigned time] # Academic Standards and Policies Subcommittee Chair Department Head*(1)	DSPS Coordinator* Football Assistant* Matriculation Coordinator* Department Planning/Program Review — Subcommittee Chair School & College Relations Coordinator* Softball, Head Coach* Transfer Services Coordinator* Track, Head Coach (M&W)*

\$6,868 Basketball, Head Coach (M&W)*

\$8,336 Football, Head Coach
Athletic Director (M&W)*

■
Faculty members on Special Assignments can be placed on this schedule as required.
(Additional pro rata daily amounts will be paid to those instructors whose teams compete in post-season events.)

(When recommended by the Superintendent-President, the additional compensation may be continued for certain employees during the summer months if their responsibilities continue into the summer and are identical to the regular school year.)

Payment will be made in a lump sum at the end of each activity, or if the activity covers the entire year, a prorated payment will be made at the end of each semester.

*Assignments indicated by an asterisk will have the additional compensation paid as part of their regular monthly salary over the period of the assignment.

~~(1) Department Head stipends are stipulated in Article 13-12.~~

~~^ Only activated when needed.~~

~~^These assignments include all (M&W) sports to include and not limited to swimming, water polo, cross country, baseball, track, volleyball, basketball, soccer, etc.~~

~~# These assignments include reassigned time.~~

Effective 7/1/~~2021~~2026

Schedule 5A
Full-Time Faculty Overload Pay

Schedule 5A rates will increase proportionately to all full time raises starting the 27/28 school year.

Years of Service	Less Than Masters	Masters or More	Doctorate
1	\$58.71	\$62.75	\$66.52
2	\$61.65	\$65.88	\$69.66
3	\$64.74	\$69.18	\$72.95
4	\$67.98	\$72.64	\$76.42
5	\$70.81	\$75.48	\$79.25
6	\$73.64	\$78.31	\$82.09

Years of Service	Less Than Masters	Masters or More	Doctorate
1	\$1056.78 \$1123.63	\$1129.50 \$1179.81	\$1197.36 \$1238.80
2	\$1108.70 \$1179.81	\$1185.84 \$1238.8	\$1253.88 \$1300.74
3	\$1165.32 \$1238.8	\$1245.24 \$1300.74	\$1313.10 \$1365.77
4	\$1223.64 \$1300.74	\$1307.52 \$1365.77	\$1375.56 \$1434.06
5	\$1274.59 \$1365.77	\$1358.64 \$1434.06	\$1426.50 \$1505.77
6	\$1325.52 \$1434.06	\$1409.58 \$1505.77	\$1477.62 \$1581.05

*For the purpose of determining payment for overload, one
(1) TU equals 18 lecture hours or 6.67% of full-time
equivalent per term.

For Informational Purposes only, 1/18th of the TU rate is included below:

Years of Service	Less Than Masters	Masters or More	Doctorate
1	\$62.42	\$65.55	\$68.82
2	\$65.55	\$68.82	\$72.26
3	\$68.82	\$72.26	\$75.88
4	\$72.26	\$75.88	\$79.67
5	\$75.88	\$79.67	\$83.65
6	\$79.67	\$83.65	\$87.84

APPENDIX E-1

Probationary Evaluation Checklist

Evaluee _____ Academic Year _____
(please print)

Probationary Status:

☐ First Academic Year ☐ Second Academic Year ☐ Third Academic Year ☐ Fourth Academic Year

Directions:

By the end of the first week of the semester, Human Resources will distribute a recommended timeline for the Tenure Review Committee to follow. The following outline is intended to serve as a guide to the Tenure Review Committee as to what needs to be accomplished during this review cycle. The Tenure Review Committee may adopt and/or modify the proposed timeline throughout the process as long as all Tenure Review Committee activities (with the exception of the Board of Review) are completed by the last day of the fall semester. The following outline can be used by the Tenure Review Committee to fill-in the mutually agreed upon dates for each activity to be completed.

- ☐ 1. The Committee conducted the Initial Evaluation Conference on _____ to review procedures, establish the observation schedule, and set the dates for the Tenure Review Committee meeting and the Annual Evaluation Conference (Appendices E-1 through E-8.).
- ☐ 2. Self-Evaluation Report (Appendix E-4) and Student Evaluations (Appendix E-8. A, B, C, D, E, F) are conducted and provided to the members of the Tenure Review Committee by _____.
- ☐ 3. Evaluee provides Probationary Faculty Response to Student Evaluations (Appendix E-3) to the members of the Tenure Review Committee by _____.
- ☐ 4. All Probationary Faculty Observation Reports (Appendix E2.A) and, if applicable, Probationary Faculty Online Course Checklists (Appendix E2.B) are completed and shared with the evaluee on _____.
- ☐ 5. Each Committee member completes their Committee Member Evaluation Worksheet for Probationary Faculty (Appendix E-5) by _____ and the Committee, not including the evaluee, meets to review the evaluation documents and complete the Annual Evaluation Report for Probationary Faculty (Appendix E-6) and the Recommendation Sheet: Probationary Faculty (Appendix E-7) on _____.
- ☐ 6. The Committee conducts the Annual Evaluation Conference with the evaluee on _____.
- ☐ 7. The basis for any "Needs Improvement" or "Unsatisfactory" ratings will be discussed and assessed at the Annual Evaluation Conference.
- ☐ 8. Within five (5) working days of the Annual Evaluation Conference, the evaluee may respond to the findings of the Tenure Review Committee.
- ☐ 9. If the overall rating on Appendix E-6 and E-7 is less than Satisfactory, a Board of Review will be convened per Article 9.4.3.3.8.
- ☐ 10. All the Committee's evaluation documents (Appendix E-1 through E-7), student evaluations (Appendix E-8), and the evaluee's responses are to be forwarded to Human Resources for inclusion in evaluee personnel file.

Note: An overall rating of "Needs Improvement" in the fourth academic year or "Unsatisfactory" in the first, second or fourth year of probation will result in a "March 15th Notice of Nonrenewal" being recommended by the Tenure Review Committee to the Vice President of Human Resources.

TO BE SIGNED AT THE CONCLUSION OF THE INITIAL EVALUATION CONFERENCE

Tenure Review Committee:

Chair of the Tenure Review Committee

Date

Evaluee Signature
Revised 06/2020
Long Beach Community College District

Date

APPENDIX E-2 A.

Probationary Faculty Observation Report (In-Person Class)

[For Discussion with the Evaluatee Prior to the Tenure Review Committee Meeting]

Evaluatee (Print Name) _____ Semester _____ Date _____

observed _____

Evaluator (Print Name) _____

Class/assignment observed _____

Prepare a separate Observation Report for each class/assignment observed.

Professional Competence	Satisfactory	Needs Improvement	Unsatisfactory
Demonstrates professional knowledge in their field of preparation/instruction during the performance of assigned duties			
Communicates ideas, instructions, assignments, and other presentations effectively, clearly, and accurately			
Knows and uses materials and methods designed to achieve the objectives of the area of service assigned			
Demonstrates equity-minded teaching practices			
Professional Responsibilities			
Utilizes effective pedagogical techniques, including a demonstrated commitment to cultural and equity competence, understanding of diversity, equity, inclusion, accessibility, and anti-racism in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills			

Strengths observed (narrative required):

Suggestions for improvement (narrative required):

Overall Observation: ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

This observation was discussed with the evaluatee on(date): _____

Evaluator:

Evaluatee:

Signature

Signature

APPENDIX E- 2.B

Online Course Checklist – Probationary Faculty (Synchronous or Asynchronous class)

Evaluee name: _____

Evaluator: _____

Class/Module _____

Semester: _____

A. Content Presentation & Course Design

Date Observed: _____

Addresses elements of instructional design and is inclusive of such elements as course structure, learning objectives, organization of content, and instructional strategies.

Objectives		Satisfactory	Needs Improvement	Unsatisfactory
1.	All goals, objectives, and Student Learning Outcomes can be easily located within the course and are made available within the course and syllabus.			
Content Presentation		Satisfactory	Needs Improvement	Unsatisfactory
1.	Students are given a comprehensive introduction to the course purpose and structure.			
2.	Learning content is made available in manageable segments (modules or units) and flows in a logical progression.			
3.	Clear navigation and access to any third-party system used in the class.			
4.	Course has a welcoming syllabus and home page.			
Student Support		Satisfactory	Needs Improvement	Unsatisfactory
1.	Students are given directions to navigate the course successfully.			
2.	Tools available within the learning management system (LMS) are used to facilitate learning by engaging students with course content.			
Academic Support		Satisfactory	Needs Improvement	Unsatisfactory
1.	Provides students with institutional policies, materials, and forms relevant for student success (for example, plagiarism policies).			

2.	Clearly labeled tutorial materials that explain how to navigate the LMS and provide overall orientation to the course.			
3.	Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion.			

4.	Links to services such as the Student Technology Help Desk, counseling, library, success centers, or financial aid office.			
----	--	--	--	--

B. Communication & Interaction

Interaction and collaboration can take any forms. These criteria place emphasis on the type and amount of interaction and collaboration within the online environment.

Regular & Effective Substantive Interaction Communication		Satisfactory	Needs Improvement	Unsatisfactory
1.	Contact information for the instructor is easy to find and includes multiple forms of communication (e.g. announcements, email, student feedback, and direct messaging).			
2.	A 24-48 hour response time with designated “no response” windows for email replies is posted on the LMS course shell and is listed in the syllabus.			
3.	Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor.			
4.	Expectations regarding the quality of communications are clearly defined.			
5.	The instructor participates actively in communication activities, provides encouraging weekly announcements and consistent feedback for course activities and assignments. <u>The instructor actively participates in discussion activities, posts supportive weekly announcements, and provides timely, constructive feedback on assignments and course activities, including responding to questions about course content, on a predictable and regular basis commensurate with the length of time of the course</u>			
6.	Guidelines explaining required levels of participation are provided.			

C. Assessment

Addresses the quality and type of student assessments within the course.

Expectations		Satisfactory	Needs Improvement	Unsatisfactory
1.	Assignments match the course objective.			
2.	Rubrics and/or descriptive criteria for desired outcomes are provided (models of “good work” may be shown, for example).			
3.	Instructions are written clearly, with sufficient detail for all assignments including discussion boards.			
Assessment Design		Satisfactory	Needs Improvement	Unsatisfactory

1.	Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner.			
----	---	--	--	--

2.	Multiple types of assessments are used (e.g. discussion board, quizzes, written assignments, and projects).			
----	---	--	--	--

D. Accessibility

Addresses accessibility in course design, course content, learning objectives, and instructional strategies.

Technical Accessibility and Accommodations for Disabilities		Satisfactory	Needs Improvement	Unsatisfactory
1.	The course contains equivalent alternatives to auditory and visual content (captioning).			
2.	Course instructions articulate or link to an explanation of how the institution's academic / student support services and resources can help students succeed in the course and how students can access the services.			
3.	The design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation.			
4.	Links to institutional policies, contacts, and procedures for supporting students with disabilities are included and easy to find.			

E. Observation

Professional Competence		Satisfactory	Needs Improvement	Unsatisfactory
1.	Demonstrates professional knowledge in their field of preparation/instruction during the performance of assigned duties.			
2.	Communicates ideas, instructions, assignments, and other presentations effectively, clearly, and accurately.			
3.	Knows and uses materials and methods designed to achieve the objectives of the area of service assigned.			
4.	Demonstrates commitment to cultural and equity competence understanding of diversity, equity, inclusion, accessibility, and anti-racism; describes application of understanding to professional growth.			
Professional Responsibilities				
1.	Utilizes effective pedagogical techniques, including a demonstrated commitment to cultural and equity competence , understanding of diversity, equity, inclusion, accessibility, and anti-racism in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills.			

Strengths observed (narrative required):

Suggestions for improvement (narrative required):

Overall Rating	Satisfactory (3)	Needs Improvement(2)	Unsatisfactory (1)
Please indicate overall rating by marking appropriate column			

Print name of Evaluator

Evaluator Signature

Date

Print name of Evaluee

Evaluee Signature

Date

*Adopted June 2020 revised 5/15/2026
Long Beach Community College District*

Self-Evaluation Report: Probationary Faculty

1. Self-evaluation is a part of the evaluation process. Please provide to the Tenure Review Committee a portfolio of documentation including a written statement and/or materials addressing how you have met all contractual obligations to the District in regards to the Professional Standards (LBCCFA Master Agreement, Article 9.3). The professional standards are also set forth in Appendix E-5 (Committee Member Evaluation Worksheet).

- a) Submission of a welcoming syllabus for each class section
- b) Evidence of written/critical thinking assignments required for all 0-400 band classes and encouraged for 600 and 800 band classes
- c) Use of variety of delivery methods
- d) Timely submission of required reports, records, and documentation
- e) Maintenance of student office hours
- f) Involvement in an on-going program of reading/research to maintain proficiency and growth
- g) Utilization of effective pedagogical techniques in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills
- h) Other pertinent information you wish to share with the evaluation committee

2. List activities for college service hours (Article 10.2.1 and 10.6.2).
3. List any activities and/or professional development in which you have engaged recently that demonstrates your on-going commitment to critique, improve, and enhance equitable teaching and learning practices.

4. What have you done to improve your understanding of diversity, equity, inclusion, accessibility, and anti-racism, and how have you applied that understanding to grow as a professional?

(Faculty Trainings can be found through the Faculty Professional Development committee)

This may include, but is not limited to the following:

- a) Review of professional materials and curriculum as related to best practices for equity in your field.
- b) Your participation in professional development related to DEIA.
- c) Review of your student success data, available through Institutional Effectiveness.

~~4. What have you done to improve your understanding of anti-racism, equity, equity-mindedness, and/or equity as it relates to your field and the LBCCD?~~

~~This might include, but is not limited to the following:~~

- ~~a) Curriculum review related to anti-racism, decolonization, and equity~~
- ~~b) Participation in anti-racism and equity-related workshops/institutes~~
- ~~c) Review of professional materials and best practices for equity in your field and/or~~
- ~~d) Review of your student success data~~

~~5. How have you used and/or how will you use these understandings to improve your practice and/or help close opportunity gaps?~~

~~6. What additional trainings and resources, whether offered by LBCCD or others, would be helpful in continuing your development of anti-racist practices?~~

Evaluee Signature

Date

APPENDIX E-10

Self-Evaluation Report: Tenured Faculty

Employee Name _____ Date of Report _____

Report submitted to: Evaluation Team Re-evaluation Team

☐☐

Professional Standards (LBCCFA Master Agreement, Article 9.3 and Article 10.2)

1. Professional Competence

Discuss items regarding professional competence as outlined in Article 9.3.1.

2. Professional Responsibilities (Article 9.3.2 and Article 10.2.1)

Include a list of how you have continued to meet your professional responsibilities including: college service hours, examples of course syllabus and curriculum review activities such as review of course outlines, program review, and course evaluation. "Satisfactory" cannot be checked on the Annual Evaluation Report (Appendix E-14), unless the evaluatee presents a listing of college service hours, in addition to examples of their welcoming course syllabus and curriculum review activities such as review of course outlines.

3. Professional Activities (Article 9.3.3)

Discuss your professional activities as defined in Article 9.3.3. Your discussion must include how you have demonstrated an effort in keeping current on issues and developments in your academic field as well as your involvement within the department to improve and enhance your academic program. This would include, but would not be limited to, describing your involvement with student success, ~~commitment to cultural competence and~~ culturally-responsive and equitable teaching and learning practices, and student learning outcomes assessment (SLO assessment shall not be used as a criterion for retention or non-retention).

(next page)

(3. *Professional Activities, continued*)

4. Professional Development

List any activities and/or professional development you have engaged in recently that demonstrates your on-going commitment to ~~cultural competence and equity minded practices~~ diversity, equity, inclusion, accessibility, and anti-racism; and also to critique, improve, and enhance what you do in the classroom to positively impact the teaching and learning process for students.

5. Classroom/Worksite Instructional Tools

Explain what, if any, specific teaching techniques or technology you utilize in your classroom or work assignment to enhance the learning process for students.

6.. What have you done to improve your understanding of diversity, equity, inclusion, accessibility, and anti-racism, and how have you applied that understanding to grow as a professional?
(Faculty Trainings can be found through the Faculty Professional Development committee)

This may include, but is not limited to the following:

- Review of professional materials and curriculum as related to best practices for equity in your field.
- Your participation in professional development related to DEIA.
- Review of your student success data, available through Institutional Effectiveness.

~~6. What have you done to improve your understanding of anti racism, equity, equity mindedness, and/or equity as it relates to your field and the LBCCD?~~

~~This might include, but is not limited to the following:~~

- ~~• Curriculum review related to anti racism, decolonization, and equity~~
- ~~• Participation in anti racism and equity related workshops/institutes~~
- ~~• Review of professional materials and best practices for equity in your field and/or~~
- ~~• Review of your student success data~~

~~7. How have you used and/or how will you use these understandings to improve your practice and/or help close opportunity gaps?~~

~~8. What additional trainings and resources, whether offered by LBCCD or others, would be helpful in continuing your development of anti-racist practices?~~

Evaluee Signature

Date

APPENDIX E-11.A

Peer Observation Report – Tenured Faculty (In-Person Class)

Peer Observation Reports are required for all tenured faculty evaluations

Evaluee _____ Semester _____

Evaluator _____ Date observed _____

Class/assignment observed _____

Professional Competence	Satisfactory	Needs Improvement	Unsatisfactory
Demonstrates professional knowledge in their field of preparation/instruction during the performance of assigned duties	☐	☐	☐
Communicates ideas, instructions, assignments, and other presentations effectively, clearly, and accurately	☐	☐	☐
Knows and uses materials and methods designed to achieve the objectives of the area of service assigned	☐	☐	☐
Demonstrates equity-minded teaching practices	☐	☐	☐
Professional Responsibilities	Satisfactory	Needs Improvement	Unsatisfactory
Utilizes effective pedagogical techniques, including a demonstrated commitment to cultural and equity competence , understanding of diversity, equity, inclusion, accessibility, and anti-racism in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills	☐	☐	☐

Strengths observed (**narrative required**):

Suggestions for improvement (**narrative required**):

Overall Observation: ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

This observation was discussed with the evaluee on(date): _____

Evaluator: _____
Signature

Date: _____

Evaluee: _____
Signature

Date: _____

Revised 06/2020; 11/21/2025
Long Beach Community College District



APPENDIX E- 11.B

Online Course Checklist – Tenured Faculty (Synchronous or Asynchronous class)

Evaluatee name: _____

Evaluator: _____

Class/Module _____

Semester: _____

A. Content Presentation & Course Design

Date Observed: _____

Addresses elements of instructional design and is inclusive of such elements as course structure, learning objectives, organization of content, and instructional strategies.

Objectives		Satisfactor y	Needs Improvement	Unsatisfactory
1.	All goals, objectives, and Student Learning Outcomes can be easily located within the course and are made available within the course and syllabus.	☐	☐	☐
Content Presentation		Satisfactor y	Needs Improvement	Unsatisfactory
1.	Students are given a comprehensive introduction to the course purpose and structure.	☐	☐	☐
2.	Learning content is made available in manageable segments (modules or units) and flows in a logical progression.	☐	☐	☐
3.	Clear navigation and access to any third-party system used in the class.	☐	☐	☐
4.	Course has a welcoming syllabus and home page.	☐	☐	☐
Student Support		Satisfactor y	Needs Improvement	Unsatisfactory
1.	Students are given directions to navigate the course successfully.	☐	☐	☐
2.	Tools available within the learning management system (LMS) are used to facilitate learning by engaging students with course content.	☐	☐	☐
Academic Support		Satisfactor y	Needs Improvement	Unsatisfactory
1.	Provides students with institutional policies, materials, and forms relevant for student success (for example, plagiarism policies).	☐	☐	☐

2.	Clearly labeled tutorial materials that explain how to navigate the LMS and provide overall orientation to the course.	☐	☐	☐
3.	Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion.	☐	☐	☐

Evaluator
name:

4.	Links to services such as the Student Technology Help Desk, counseling, library, success centers, or financial aid office.	☐	☐	☐
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B. Communication & Interaction

Interaction and collaboration can take any forms. These criteria place emphasis on the type and amount of interaction and collaboration within the online environment.

Regular & Effective Substantive Interaction Communication		Satisfactory	Needs Improvement	Unsatisfactory
1.	Contact information for the instructor is easy to find and includes multiple forms of communication (e.g. announcements, email, student feedback, and direct messaging).	☐	☐	☐
2.	A 24-48 hour response time with designated “no response” windows for email replies is posted on the LMS course shell and is listed in the syllabus.	☐	☐	☐
3.	Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor.	☐	☐	☐
4.	Expectations regarding the quality of communications are clearly defined.	☐	☐	☐
5.	The instructor participates actively in communication activities, provides encouraging weekly announcements and consistent feedback for course activities and assignments. <u>The instructor actively participates in discussion activities, posts supportive weekly announcements, and provides timely, constructive feedback on assignments and course activities, including responding to questions about course content, on a predictable and regular basis commensurate with the length of time of the course</u>	☐	☐	☐
6.	Guidelines explaining required levels of participation are provided.	☐	☐	☐

C. Assessment

Addresses the quality and type of student assessments within the course.

Expectations		Satisfactory	Needs Improvement	Unsatisfactory
1.	Assignments match the course objective.	☐	☐	☐
2.	Rubrics and/or descriptive criteria for desired outcomes are provided (models of “good work” may be shown, for example).	☐	☐	☐

Evaluatee
name:

3.	Instructions are written clearly, with sufficient detail for all assignments including discussion boards.	☐	☐	☐
Assessment Design		Satisfactory	Needs Improvement	Unsatisfactory
1.	Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner.	☐	☐	☐

2.	Multiple types of assessments are used (e.g. discussion board, quizzes, written assignments, and projects).	☐	☐	☐
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D. Accessibility

Addresses accessibility in course design, course content, learning objectives, and instructional strategies.

Technical Accessibility and Accommodations for Disabilities		Satisfactory	Needs Improvement	Unsatisfactory
1.	The course contains equivalent alternatives to auditory and visual content (captioning).	☐	☐	☐
2.	Course instructions articulate or link to an explanation of how the institution's academic / student support services and resources can help students succeed in the course and how students can access the services.	☐	☐	☐
3.	The design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation.	☐	☐	☐
4.	Links to institutional policies, contacts, and procedures for supporting students with disabilities are included and easy to find.	☐	☐	☐

E. Observation

Professional Competence		Satisfactory	Needs Improvement	Unsatisfactory
1.	Demonstrates professional knowledge in their field of preparation/instruction during the performance of assigned duties.	☐	☐	☐
2.	Communicates ideas, instructions, assignments, and other presentations effectively, clearly, and accurately.	☐	☐	☐
3.	Knows and uses materials and methods designed to achieve the objectives of the area of service assigned.	☐	☐	☐

Evaluatee

4.	Demonstrates commitment to cultural and equity competence understanding of diversity, equity, inclusion, accessibility, and anti-racism; describes application of understanding to professional growth.	☐	☐	☐
Professional Responsibilities				
1.	Utilizes effective pedagogical techniques, including a demonstrated commitment to cultural and equity competence , understanding of diversity, equity, inclusion, accessibility, and anti-racism in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills.	☐	☐	☐

Evaluatee name:

Strengths observed (narrative required):

Suggestions for improvement (narrative required):

Overall Rating	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Please indicate overall rating by marking appropriate column	☐	☐	☐

Print name of Evaluator

Evaluator Signature

Date

Print name of Evaluatee

Evaluatee Signature

Date

APPENDIX E-13

Committee Member Evaluation Worksheet for Tenured Faculty

(To be completed by each Committee member in preparation for completion of the Annual Evaluation Report for Tenured Faculty [Appendix E-14])

Evaluator (please print): _____

Evaluee (please print): _____

Please write a narrative that specifically addresses Sections 1-3 below, Student Evaluations, and the Evaluee's Self-Evaluation Report (E-10) at the end of this appendix (REQUIRED):

SECTION 1: Professional Competence

- a. Demonstrates professional knowledge in their field of preparation/instruction during the performance of assigned duties.
- b. Communicates ideas, instructions, assignments, and other presentations effectively, clearly, and accurately.
- c. Knows and uses materials and delivery methods designed to achieve the objectives of the area of service assigned.
- d. Exercises prudent, reasonable, and impartial judgment in reaching decisions, resolving problems, and evaluating the work of others.
- e. Effectively plans and organizes the work involved in the assignment.

Rating: ☐ **Satisfactory** ☐ **Needs Improvement** ☐

Unsatisfactory SECTION 2: Professional Responsibilities

- a. Meets promptly and effectively all contractual obligations to the District, including but not limited to turning in attendance, grades, and other reports on time, developing and distributing a welcoming course syllabus in a timely manner, keeping student office hours, and performing college service hours.
- b. Develops and utilizes effective pedagogical techniques in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills.
- c. Demonstrates understanding of diversity, equity, inclusion, accessibility, and anti-racism; describes application of understanding to professional growth.
This may include, but is not limited to discussion of the following:
 - Professional materials and curriculum as related to best practices for equity in the field.
 - Participation in professional development related to DEIA.
 - Student success data, available through Institutional Effectiveness.
- d. Demonstrates, cultivates, and encourages: courtesy, respect, and professionalism in relationships and learning environments with students, colleagues, staff members, and the community.
- e. Adherence to ethical standards and principles as per Administrative Regulation 3008 Institutional Code of Ethics.
- f. Accepts responsibility in their assigned area for the development of the educational program of the District. This includes but is not limited to assisting in the development of the curriculum for the area of their assignment, reviewing, modifying, and assessing course outlines, as well as reviewing and modifying the curriculum to meet timelines of the Curriculum Committee.
- g. Accepts difference of opinion, attitudes, and procedures in professional matters on the part of students, faculty, and administration as important to the development of an educational institution.
- h. Demonstrates conscientious use, care, and protection of District property, supplies, and equipment.

Rating: ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

SECTION 3: Professional Activities / Evaluator's Self-Evaluation Report (E-10)

- a. Demonstrates interest in keeping current on issues and developments in his/her academic field.
- b. Works cooperatively with students, faculty, and other members of the staff on matters of common interest and concern.
- c. Evaluates own performance, seeks appropriate help when it is needed, and accepts constructive suggestions for improvement in the assignment.
- d. Evidence of college service hours (is required to be listed in the narrative).

Rating: ☐ Satisfactory ☐ Needs Improvement ☐

Unsatisfactory

SECTION 4: DEIA / Evaluator's Self-Evaluation Report (E-10)

- ~~a. Demonstrates an understanding of anti-racism, equity, equity-mindedness, and/or equity as it relates to academic field and the college:
 - ~~—This may include, but is not limited to the following:~~
 - ~~• Curriculum review related to anti-racism, decolonization, and equity~~
 - ~~• Participation in anti-racism and equity related workshops/institutes~~
 - ~~• Review of professional materials and best practices for equity in your field and/or~~
 - ~~• Review of your student success data~~~~
- ~~b. Demonstrates utilization of the above to improve DEIA practices and/or to help close opportunity gaps?~~

~~Rating: ☐ Satisfactory ☐ Needs Improvement ☐~~

~~Unsatisfactory~~

Narrative:

Overall Rating (this rating must be substantiated by your written narrative above):

Satisfactory (3) ☐

Needs Improvement (2) ☐

Unsatisfactory (1) ☐

Print Name of Evaluator

Evaluator Signature

Date

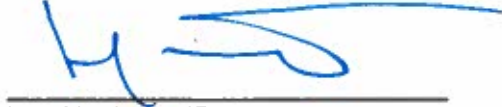
*Revised 06/2020: 11/21/2025
Long Beach Community College District*

Appendix E (DEIA Appendices)

The changes to Appendix E signed as an MOU on 11/21/2025 (The DEIA Appendices) will be permanently added into the LBCCFA contract. The changed appendices within E are: 2A, 2B, 4, 10, 11A, 11B, and 13. These appendices are attached in the back of this proposal.

Appendices 11A and 11B also amended to add RSI language.

For LBCCD:



Loy Nashua, JD
Vice President, Human Resources

District Representatives:

Sharon Ormond, Negotiator

Rick von Kolen, Negotiator

Elisabeth Orr, Negotiator

Javier Villaseñor, Negotiator

5/29/2026

For LBCCFA:



Ryan Carroll
LBCCFA Lead Negotiator

LBCCFA Representatives:

Suzanne Engelhardt, Negotiator

Jeffrey Sabol, Negotiator

Leslie Dávila, Negotiator

James Hubert, Negotiator

Cindy Enrigue, Negotiator

Angel Maldonado, CTA Representative

5/29/26