



Faculty Handbook

2013-14

Chabot College

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The information contained in the *Faculty Handbook* has been compiled from a variety of sources, including the *Agreement Between the Chabot-Las Positas Community College District and the Chabot-Las Positas Faculty Association, July 1, 2006-June 30, 2009*, and the *Board Policies* manual. Where discrepancies exist, the information contained in those publications takes precedence.

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ORGANIZATION &
ADMINISTRATION OF THE
DISTRICT & COLLEGE



Section A

Organization & Administration of the District & College

Board of Trustees

Mr. Donald L. “Dobie” Gelles, President
Dr. Barbara F. Mertes, Secretary
Dr. Arnulfo Cedillo, President
Ms. Isobel F. Dvorsky
Dr. Hal G. Gin
Dr. Marshall Mitzman, Secretary
Mr. Carlo Vecchiarelli

District Office

Jannett N. Jackson
Lorenzo Legaspi
Jeff Kingston
Wyman M. Fong

Chancellor
Vice Chancellor, Business Services
Vice Chancellor, Educational Planning and Facilities t
Vice Chancellor, Human Resources

Chabot College

President’s Office

Susam Sperling x6640	President
Carolyn Arnold x6965	Coordinator, Institutional Research
Yvonne Wu-Craig x6810	Grant Developer
x6802	Executive Director, Development and the Foundation

Administrative Services

Connie Willis x6618	Vice President, Administrative Services
Bobbie Koller x6663	Director, Safety and Security
Peter Nilson x2650	Manager, Bookstore



Student Services

Gerald Shimada x6744	Interim Vice President, Student Services
Gerald Shimada x6956	Dean, Special Programs and Services
Matthew Kritscher x6717	Dean of Counseling
Paulette Lino x2665	Director, Admissions and Records, International Students, Veterans
Kathryn Linzmeyer x6746	Director, Financial Aid

Academic Services

Dale Wagoner x6626	Interim Vice President, Academic Services
Thomas Clark x6652	Dean, Applied Technology and Business
Jeff Drouin x7484	Interim Dean, Health, Physical Education and Athletics/ Athletic Director
Marcia Corcoran x 6804	Dean, Language Arts
Eric Schultz x6805	Interim Dean, Arts and Humanities
Tram Vo-Kumamoto x6897	Dean, Science and Mathematics
Eric Schultz x6669	Interim Dean, Social Sciences
Vanessa Cormier x7483	Manager, Children's Center

Vision & Mission Statement

Vision

Chabot College is a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of life-long learners.

Mission

Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a life-long journey, the college provides opportunities for the intellectual enrichment and physical well-being of all community members who can benefit.

Values

The college's vision and mission are supported by the following collective values:

LEARNING AND TEACHING

- supporting a variety of teaching philosophies and learning modalities
- providing an environment conducive to intellectual curiosity and innovation
- encouraging collaboration that fosters learning
- engaging in ongoing reflection on learning, by students and by staff
- cultivating critical thinking in various contexts
- supporting the development of the whole person

COMMUNITY AND DIVERSITY

- building a safe and supportive campus community
- treating one another with respect, dignity, and integrity
- practicing our work in an ethical and reflective manner
- honoring and respecting cultural diversity
- encouraging diversity in our curriculum and community of learners

INDIVIDUAL & COLLECTIVE RESPONSIBILITY

- taking individual responsibility for our own learning
- cultivating a sense of social and individual responsibility
- developing reflective, responsible and compassionate citizens
- playing a leadership role in the larger community
- embracing thoughtful change and innovation

The District and the Colleges

Chabot College and Las Positas College are public community colleges under the jurisdiction of the Chabot-Las Positas Community College District. The District includes those portions of Alameda and Contra Costa Counties which are within the following school districts:

Castro Valley Unified School District
Dublin Unified School District
Hayward Unified School District
Livermore Valley Joint Unified School District
New Haven Unified School District
Pleasanton Unified School District
San Leandro Unified School District
San Lorenzo Unified School District
Sunol Glen Elementary School District

The college also serves several private high schools including Moreau, Chinese Christian, Redwood Christian, and Valley Christian.

The history of the District and the philosophy, objectives, offerings, and procedures of Chabot College and Las Positas College are described in the College Catalog.

The Board of Trustees

By authority of State law, the Chabot-Las Positas Community College District is under the control of a seven-member lay Board elected at large from designated areas, to serve four-year terms.

The Board of Trustees determines the policies under which the District operates, and by its own choice publishes these in the *Board Manual*. The Board reviews and adopts the budget for each fiscal year, and legally must approve expenditures of funds. The Board has ultimate control of appointment, assignment, and dismissal of District personnel. Similarly, the final responsibility for



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the educational program and for the creation and maintenance of the facilities required for the program are Board concerns. In all these matters, the Board represents the citizens who compose the District.

To carry out an effective program, the Board of Trustees appoints a Chancellor to act as the District Executive Officer.

Board Meetings

The Board of Trustees schedules workshops for the first Tuesday of each month and regular meetings for the third Tuesday, at 7:30 PM, usually at the District Office. Additional meetings are scheduled from time to time. All meetings of the Board are open to the public. Some matters as provided by law are discussed in executive session.

Board Policies Manual

All policies, rules and regulations regarding certificated personnel which have been adopted by the Board of Trustees and are not in conflict with the collective bargaining agreement appear in the Board Policies manual. All contract and regular faculty members should become familiar with the policies, rules, and provisions contained in each document, copies of which are located in each division office, on reserve in the library, and online at www.clpccd.org/Board. Board Policies manual Sections 4300 (Academic Personnel), 5000 (Students and Student Services), and 6000 (Instruction and Educational Program) are particularly related to faculty concerns.

Catalog

The *Chabot College Catalog* is an official publication of the college, its contents having been approved by the Board of Trustees. The catalog is, in effect, a listing of course offerings and a series of policies, rules and recommendations primarily involving curriculum and instruction for the guidance of students and the staff. After adequate notice and posting, rules and regulations of the catalog are superseded by administrative bulletins on the same subject. Any suggested changes or corrections should be sent in writing to the Vice President of Academic Services or Vice President of Student Services as appropriate.

Faculty-Manager Communication

Faculty members are urged to consult an appropriate manager both to offer and to seek information, counsel, or direction. In general, faculty members are encouraged to follow the organization administrative channels as described at the beginning of this section. However, the organizational structure of the college should not preclude a faculty member from consulting with other managers. In any event, should a faculty member fail to receive satisfaction from the manager to whom he/she is immediately responsible, the member may always exercise the right of appeal to that manager's supervisor.

Institutional Research

The Office of Institutional Research produces information on the demographics, success, and satisfaction of Chabot students. This information is available in printed reports and handouts, and is used by the college community for planning and accountability purposes and by prospective students for deciding whether to attend Chabot.

The Office of Institutional Research also accepts requests for small research questions related to specific departments or programs. Research requests can be sent to the Coordinator and will be prioritized based on time available and college research priorities.

Grant Development

Chabot's Grant Development Office works with faculty, staff, and administrators to research, develop, and write proposals that advance the mission and strategic plan of Chabot College.

Academic/Faculty Senate

The faculty of Chabot College have established an Academic/Faculty Senate, which participates in the formation of District policy on academic and professional matters. Faculty may secure information about the Academic/Faculty Senate through division representatives.

Chabot College Academic Senate Governance Policy

The Board of Trustees recognizes the rights and responsibilities assigned to the Academic [Faculty] Senate of Chabot College as the body which represents the faculty from Chabot College in “collegial consultation” related to “academic and professional” matters according to the provisions of Title 5, Section 52300-53206; Board Policy 2015, Collegial Consultation.

The Board of Trustees shall “rely primarily” upon the advice and judgment of the Chabot College Academic Senate independently on selected matters and the two senates jointly on selected district matters.

“Rely primarily” means all recommendations in the areas specified [in Board Policy 2015] will be forwarded to the Board through the Chancellor by the Academic Senate(s) and will normally be accepted by the Board in most cases. In instances where a recommendation is not accepted, the Board’s decision shall be based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. If a recommendation is not approved, the Board or its designee shall promptly communicate its reason in writing to the senate. If such recommendations are not accepted, existing policies and procedures will remain in force. This policy is covered in detail, including policies and procedures; mutual agreement; academic and professional matters; subcommittees; and resolution of concerns, in the *Board Manual*, Policies 2015 and Administrative Rules and Procedures 2015.



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Chabot College ACADEMIC/FACULTY SENATE CONSTITUTION

May 22, 2003

Preamble

We, the Faculty of Chabot College, in order to establish a formal and effective procedure for participating in the formation of district policies on academic and professional matters, adopt this Constitution.

Article I – Name

This organization shall be known as the Chabot College Academic/Faculty Senate.

Article II - Purposes, Scope, Powers

Section 1. All powers and responsibilities referred shall be vested in the Faculty acting through the Academic/Faculty Senate.

Section 2. The primary function of the Academic/Faculty Senate is to serve as the representative of the Faculty in making recommendations to the Administration and to the Board of Trustees in academic and professional matters. These include but are not limited to the following:

- a. Academic Policies
- b. Educational Expenditures
- c. Institutional Philosophy
- d. Instructional Services.
- e. Faculty Personnel Policies
- f. Academic and Professional Rights and Responsibilities
- g. Academic and Professional Standards
- h. Student Personnel Policies

Section 3. The Academic/Faculty Senate shall present its- views and recommendations to the Board of Trustees through regularly established channels.

Section 4. The Academic/Faculty Senate shall send a representative to all meetings of the Board of Trustees. The Academic/Faculty Senate may present its views and recommendations directly to the Board of Trustees.

Section 5. Academic/Faculty Senate action shall become effective seven (7) calendar days after its publication and distribution except where:

- a. The Academic/Faculty Senate decides by a majority vote of the total Faculty Senate that action must be submitted to the vote of the Faculty for approval,

or

- b. A petition signed by twenty (20) percent of the Faculty for a referendum is submitted to the Academic/Faculty Senate within ten (10) calendar days requesting a referendum vote of the Faculty.
 - 1) The referendum shall be submitted to the Faculty within fifteen (15) calendar days.
 - 2) A referendum, for passage, shall require a majority of the vote cast in the referendum.
 - 3) For the purposes of referenda voting shall be by secret ballot of the entire Contract, Regular Faculty and Part-Time Faculty whose vote shall count as one-fifth (1/5) of a Full-Time Faculty vote. Full-time Faculty who also have Part-time assignments shall have but one vote.

Article III – Membership

Section 1. Qualifications for the Academic/Faculty Senate

- a. Qualifications for election to the Academic/Faculty Senate shall be the same as those defined for Contract, Regular, and Part-time Faculty.
- b. A Faculty Senator shall be deemed ineligible to hold office if the Senator is appointed to a position defined as management.

Section 2. Composition of the Academic/Faculty Senate

- a. The President of the Academic/Faculty Senate
- b. The elected representatives from the Instructional Divisions, Library, Counseling, and the Part-time Faculty. One of these elected representatives will also serve as Vice President and another as Secretary of the Academic/Faculty Senate.
- c. Representation shall be as follows: the total number of Contract and Regular Faculty employed in the spring quarter of the election year in each Instructional Division, Counseling, and the Library, from:
 - 1) 1 through 19: 1 Senator
 - 2) 20 through 39: 2 Senators
 - 3) 40 through 59: 3 SenatorsAnd the Part-time Faculty: 1 Senator
- d. The Instructional Divisions, Counseling, the Library, and the Part-time Faculty may select alternates to participate in Senate meetings when a Senator is not able to attend.





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- e. Ex-officio, non-voting representatives from the Associated Students of Chabot College and from the Chabot Las Positas Faculty Association.
- f. In order for the Senate to take advantage of the retiring president's counsel and experience, the outgoing president of the Chabot College Academic/Faculty Senate shall have the option of remaining on the Senate for one additional year as an ex-officio member, with full voting rights, with the title of Immediate Past President.

Section 3. Election to the Academic/Faculty Senate

- a. Procedures for election to the Academic/Faculty Senate shall be determined by the respective voting areas.
- b. Senators shall be elected by a majority of the members of their voting area.
- c. The Academic/Faculty Senate shall settle disputes in regard to elections and qualifications.
- d. Candidates for the Part-time Senator will be nominated by the full time senators from part-time faculty in their divisions. The Senate will elect a Part-time Faculty member from the nominees for the academic year.

Section 4. Terms of Office

- a. The term of office for the full time divisional Senators and for the President shall be for two years. The term of office for the Part-Time Senator shall be one year. The term of office for the President shall start on July 1 of odd-numbered years. The term of office of the Vice President and Secretary shall be one year.
- b. The term of office for full time divisional Senators shall start at the beginning of the autumn term of the even-numbered year session.
- c. If a Senator resigns during a term of office, a new Senator shall be elected by the same procedures outlined in Article III, Section 3.

Section 5. Recall from Office

A Senator may be removed from office in a manner to be determined by the appropriate voting area.

Article IV - Officers

Section 1. The officers of the Academic/Faculty Senate shall be:

- a. The President
- b. The Vice President
- c. The Secretary
- d. The Immediate Past President

Section 2. Eligibility for office

- a. All Officers of the Academic/Faculty Senate shall be fulltime, Contract and Regular Faculty.
- b. No Faculty member serving as president of the faculty bargaining unit shall be eligible for the office of Academic/Faculty Senate President.

Section 3. Procedures for Elections

- a. Nominations for Academic/Faculty Senate President shall be verified by an election committee to be selected by the Academic/Faculty Senate.
- b. An election committee of three (3) members of the Faculty who are not candidates for office shall be selected by the Academic/Faculty Senate to prepare the ballots and act as tellers for the election.
- c. The President of the Academic/Faculty Senate shall be elected by a majority of the Contract and Regular Faculty.
- d. If no candidate for the office of Academic/Faculty Senate President receives a majority of the total votes cast, a run-off election shall be held between the two candidates who receive the highest number of votes.
- e. Should the office of President be vacated with one year or more remaining in the term an election shall be conducted by the election committee; otherwise, the Vice President shall become the President for the remainder of the term of office.
- f. The Vice President and Secretary shall be elected by a majority vote of the total Academic/Faculty Senate for a term of one year.

Section 4. Duties of Officers

- a. President
 - 1) The Academic/Faculty Senate President shall represent the opinions and votes of the Academic/Faculty Senate, or the expressions of the Faculty- Academic/Faculty Senate as determined by a referendum to the Administration, the Board of Trustees, the State Academic Senate, and the community at large.
 - 2) The Academic/Faculty Senate President shall report to the Senate on all matters of academic or professional concern to the Faculty.
 - 3) The Academic/Faculty Senate President shall attend meetings of the Board of Trustees, College Council and other governance committees.
 - 4) The Academic/Faculty Senate President shall serve on the Executive Committee.
 - 5) In the absence of the Academic/Faculty Senate President, the duties of that office shall be discharged by the Vice President; or, in whose absence, by a designee chosen by a majority of the total Academic/Faculty Senate.





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- 6) The Academic/Faculty Senate President shall appoint faculty members to serve on all college and district committees in consultation with of the Academic/Faculty Senate. The Academic/Faculty Senate can, with a majority vote, choose to appoint committee members itself if it so chooses.
 - 7) The Academic/Faculty Senate President or their designee shall preside over meetings of the Academic/Faculty Senate and meetings of the Faculty-Academic/Faculty Senate.
- b. Vice President
- 1) The Faculty Senate Vice President shall communicate with all committees and assure timely reporting by all committees to the Academic/Faculty Senate.
 - 2) The Academic/Faculty Senate Vice President shall represent the Faculty when the President is unavailable.
 - 3) The Academic/Faculty Senate Vice President shall serve on the Executive Committee.
 - 4) The Academic/Faculty Senate Vice President shall attend meetings of the College Council.
 - 5) The Academic/Faculty Senate Vice President shall act as the Senate's Parliamentarian.
- c. Secretary
- 1) The Academic/Faculty Senate Secretary shall distribute the agendas for each regular meeting of the Academic/Faculty Senate and draft and distribute the Senate Minutes.
 - 2) The Academic/Faculty Senate Secretary shall handle all correspondence of the Academic/Faculty Senate *including* distribution of information to the Faculty upon request by the Academic/Faculty Senate.
 - 3) The Academic/Faculty Senate Secretary shall serve on the Executive Committee.
 - 4) The Academic/Faculty Senate Secretary shall serve on the College Council.
- d. Immediate Past President
- 1) The Immediate Past President shall serve on the Executive Council
 - 2) The Immediate Past President shall attend the meetings of the College Council.

Section 5. Recall of Officers

- a. Recall of an Academic/Faculty Senate Officer shall be initiated by:
 - 1) A two-thirds (2/3) vote of the total Academic/Faculty Senate, or

- 2) A recall petition signed by thirty (30) percent of the Contract and Regular Faculty.
- b. An Academic/ Faculty Senate Officer shall be removed by a vote of sixty (60) percent of the total Contract and Regular Faculty. A recall vote shall take place no less than ten (10) working days or more than fifteen (15) working days after step a.1) or 2) above.
- c. A new Academic/Faculty Senate Officer shall be selected in accordance with the provisions of Article IV, Section 3.
- d. A recall petition may be considered ninety (90) days after the Academic/Faculty Senate Officer has taken office.

Section 6. Release time for Academic/Faculty Senate Officers

The Academic/Faculty Senate President and the College President in a Memorandum of Understanding will arrange release time for the officers. Changes to that document will be reported to the Academic/Faculty Senate.

Section 7. Executive Committee

The Executive Committee, chaired by the Academic/Faculty Senate President, will develop the Academic/Faculty Senate agendas, coordinate senate committee reports and recommend actions to the Academic/Faculty Senate.

Article V - Meetings

Section 1. Academic/Faculty Senate Meetings

- a. The Academic/Faculty Senate shall meet at least once each month during the Fall and Spring Semesters or as deemed necessary by the Academic/Faculty Senate President during the summer.
- b. A quorum for meetings of the Academic/Faculty Senate shall be one half plus one of the voting Academic/Faculty Senate membership.
- c. Motions shall be approved by a majority of the Academic/Faculty Senate voting at that meeting.
- d. The Academic/Faculty Senate shall determine its rules of procedures and publish its proceedings.
- e. The Academic/Faculty Senate President, who does not vote on motions, shall vote when a vote of the senate results in a tie.

Section 2. Faculty- Academic/Faculty Senate Meetings

- a. Meetings of the Faculty- Academic/Faculty Senate shall be called and chaired by the Academic/Faculty Senate President:





- 1) At the discretion of the Academic/Faculty Senate President, or
 - 2) Upon petition of a majority of voting Academic/Faculty Senate members, or
 - 3) Upon petition of ten (10) percent of the Contract and Regular Faculty.
- b. Meetings of the Faculty- Academic/Faculty Senate are advisory.
 - c. Proposals recommended by a Faculty- Academic/Faculty Senate meeting shall be ratified by a majority referendum of the Contract, Regular and Part-time Faculty.
 - d. Notification of Faculty- Academic/Faculty Senate meetings shall be posted in all Contract and Regular Faculty mail boxes not less than three (3) days in advance of such meetings. Faculty- Academic/Faculty Senate meetings may meet at one (1) joint meeting or two (2) separate meetings.
 - e. Faculty- Academic/Faculty Senate meetings shall be called at times and places during the Contract and Regular Faculty work week.
 - f. A quorum for Faculty- Academic/Faculty Senate meetings that makes a recommendation shall be thirty (30) percent of the Contract and Regular Faculty.

Article VI - Amendments

Section 1. Proposed Amendments

Amendments may be proposed by the Faculty or the Academic/Faculty Senate:

- a. By a majority vote of the members of the Academic/Faculty Senate meeting in a regular or special meeting,
- b. By a majority of the votes cast at a Faculty- Academic/Faculty Senate meeting, or
- c. By a petition signed by twenty (20) percent of the Contract and Regular Faculty.

Section 2. Ratification of Amendments

- a. Shall be by secret ballot of the entire Contract, Regular Faculty and Part-Time Faculty whose vote shall count as one-fifth (1/5) of a Full-Time Faculty vote. Full-time Faculty who also have Part-time assignments shall have but one vote.
- b. Shall require a sixty (60) percent majority of the Contract, Regular and Part-time Faculty voting.

Approved by the vote of the faculty on November 19, 1964, and revised:

July 1, 1968	September 18, 1989
January 23, 1969	June 4, 1991
July 1, 1980	June 19, 1992
June 30, 1987	October 25, 1993
May 3, 1989	May 22, 2003

Employment: Staff Diversity and Equal Employment Opportunity

It is the policy of this District to provide equal opportunity in all areas of employment practices and to assure that there shall be no discrimination against any person on the basis of sex, ancestry, age, marital status, race, religious creed, mental disability, medical condition (including HIV and AIDS), color, national origin, physical disability, family or sexual preference status and other similar factors in compliance with Title IX, Sections 503 and 504 of the Rehabilitation Act, other federal and state non-discrimination regulations, and its own statements of philosophy of objectives. The District encourages the filing of applications by both sexes, ethnic minorities, and the disabled.

This policy is covered in detail, including the procedure for reconciliation of complaints regarding alleged unlawful discrimination, in the *Board Manual*, Policy 4006; Administrative Rules and Procedures 4006.

Flex Day/Convocation Attendance

Attendance at flex activities and convocation activities is required for full-time faculty under Title 5 regulations. Adjunct faculty may be required to attend for the number of hours they would have taught on the designated flex day(s)—if so, they will be advised in advance.

Flexible Calendar Guidelines

What is the Flexible Calendar Program?

The purpose of the flexible calendar program is to provide time for faculty to participate in professional development activities that are related to “staff, student, and instructional improvement” (*Title 5, section 55720*). The flexible calendar program is a component of the staff development program and the major vehicle for faculty participation in development activities. The flexible calendar program allows faculty (full-time, part-time, instructional and non-instructional) the time to work individually or in groups to achieve improvement in three distinct areas:

- Staff improvement
- Student improvement
- Instructional improvement

The academic year for California’s community colleges covers 175 days of classroom instruction. The flexible calendar program, begun in the 1980’s by the California Community Colleges Chancellor’s Office, permits a district to convert up to 15 of these days of instruction to staff development activities. Chabot College will use four days for this purpose in 2013-14, all of which are mandatory flex days.

However, the Chancellor’s Office also places stipulations on any district that adopts the flexible calendar, the most important being that of accountability. Since California’s education code requires 175 days of instruction, the days converted to staff development (Flex days) must be accounted for. As such, each instructor must document attendance at mandatory flex activities, and must clearly identify how his/her “variable flex” time (when applicable) was spent with a Report on Variable Flex Activity.

When are the 2013-14 Flex Days?

All full-time faculty are required to attend Convocation Day and Faculty Day in August. They are also required to be on campus Thursday, September 12, 2013, Tuesday, October 8, 2013, and Wednesday through Friday, February 12-14, 2014, to participate in scheduled activities. These dates are mandatory Flex Days.

Chabot College Shared Governance & Collegial Consultation Process

Adopted August 2004; Revised August 2006

Introduction and Philosophy

Title 5 and Shared Governance

Title 5 of the *California Code of Regulations*, which implements the legislature’s intent in passing AB 1725, established relationships among the constituencies within California’s community colleges to “ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” The Chabot-Las





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Positas Community college District Board adopted policies 2015, 2016, 2017, and 2018 to further define the relationship.

In addition, Title 5 states that colleges are to rely on the recommendations of their academic senates on the development and implementation of academic and professional matters. (Title 5, Article 2, §53200) Board policy further states that the Board of Trustees will “rely primarily” on the recommendations of the Academic Senate in the areas of:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports.

Board policy provides that other academic and professional matters like:

- Educational program development;
- Standards and policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Policies for faculty professional development activities;
- Process for program review;
- Process for institutional planning and budget development; and
- Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

are to be reached through a **process** “mutually agreed” to by the College President and the Academic Senate. “Mutual Agreement” means that the policy and procedures will be established jointly with the Academic Senate and ratified by the Academic Senate and the Board of Trustees.

This shared governance **process**, “mutually agreed” to by the College President and the Academic Senate, honors the State and Board of Trustees requirements while providing an open and inclusive process by which the future of the College, and implementing strategies, can be mutually agreed upon and developed. This shared governance process, and process for reaching mutual

agreement, has Chabot Academic Senate, Classified Senate, Associated Students, College President, and Board of Trustees approval.

Approaches to Shared Governance

Colleges may approach shared governance in these fundamental ways:

1. Administration operates the college with advice from the college’s constituents. The input of the constituents is received via a committee structure.
2. The college divides itself into areas of responsibility, each of which is exclusively managed and controlled by certain constituencies.
3. Everyone governs the entire college.

Chabot College chooses to utilize the third approach, where everyone governs the college. The fundamental philosophy is one of openness. This means that all governance committees and councils conduct open meetings. Each of these bodies has a core group of representatives who are appointed in the ways described below. Anyone, however, may attend most governance meetings and participate.

Formats for Administration and Management

There are two classic schools of administration and management:

1. Traditional organization is a hierarchical order with subordinates. This model is often described as a pyramid and has the advantages of maintaining a central focus on goals and making decisions rapidly.
2. An open model encourages broad participation and ownership. At times, participants in this model can lose focus, and decision-making can be slow.

Chabot College merges these models, resulting in a structure somewhat like an hourglass. The top of the hourglass represents the governance structure, forming a funnel for ideas and recommendations. The ideas and recommendations, gathered at the top, filter to the middle

of the hourglass.

The middle, or “waist” of the hourglass, consists of the College Council, the College President, and the Board of Trustees.

The base of the hourglass consists of the traditional administrative structure of the college. It is used to carry out the decisions reached. On occasion, the administrative structure may wholly develop and carry out a decision due to the need to respond quickly. When this occurs, the College Council will be informed and given the rationale for the action.

Operating Principles and Guidelines

The basic rules/principles/guidelines for operation of Chabot College’s shared governance and administrative structure include the following:

1. All constituencies have the right and opportunity to express their opinions. Anyone may bring forth a position or idea that will be treated with respect and given reasonable consideration. Ideally, the position or idea would be presented first to the appropriate committee, council, senate or other deliberative body that seems most germane to the issue at hand. In presenting the position or idea, it is essential to share all available information with the appropriate governance body, so all elements of the proposal can be considered thoroughly.
2. Anyone having an opinion about a position or idea brought to a committee, council, senate, etc. meeting is expected to express it in the open forum. It is not appropriate to grumble about decisions from the sidelines and remain silent in the open forum.
3. Many College committees, councils, etc., operate on the principle of consensus (please see the following section). These Committees do not record votes and, in fact, usually do not take votes at all, except for the occasional straw poll. It is up to the committee Chair to determine and report the consensus of the governance body.
4. When a committee or constituency is given the responsibility for developing a recommendation, or if a committee or constituency is generating a recommendation of its own, it will be done with the following understandings:
 - a. All recommendations must focus on how Chabot College can serve more students and serve them more effectively.
 - b. Decisions anywhere in the organization affect the college’s quality and resources. Governance groups who are providing recommendations must give due consideration to the resources available to implement the recommendation with quality results.
 - c. Governance bodies must establish a timeline for reaching their recommendations. The timeline must be responsive to the needs of the college. If recommendations are not produced in a timely manner, then responsibility for the recommendation may be placed elsewhere in the organization.
 - d. The governance body will identify the stakeholders of the issues under consideration and actively invite their participation in forming any recommendation. Stakeholders must be given the opportunity to participate in discussions that will form the basis for making recommendations affecting them.
 - e. The President will normally review the recommendations of governance bodies and constituencies with College Council prior to final action.
5. Credit or blame for decisions or recommendations need not be assigned. While not wanting to repeat mistakes, the important thing is to concentrate on what needs to be done and to repair or eliminate those things that do not function well.
6. While open meetings are a key element in this structure of governance, there are some instances where the meetings of the governance body may be restricted to core members. This would be particularly true when discussing individuals, faculty, staff or students, under consideration for advancement or discipline. These committees will follow college policy in their operations.
7. College Council, Senates, and Governance





Bodies must provide a list of core representatives, including name, office number, extension, discipline, and division to the College President, Vice President of Academic Services, Vice President of Student Services, President of the Academic Senate, President of Classified Senate, and President of Associated Students by the last Monday every April. The list is to be kept current with updated versions sent to the above constituency leadership on a regular basis.

8. While unions are not part of the governance structure, communication occurs through the College Council.

Decisions by Consensus at Chabot College

Consensus decision-making is a process that does not involve Robert's Rules of Order or other such rules for committee work. Because of this, consensus decision-making may be unfamiliar to committee representatives. Therefore each committee should begin their year's work with a discussion of the decision-making principles and processes using consensus. Governance bodies must realize that consensus decision-making takes time and requires a commitment to open discussions.

The following describes some of the essential characteristics of successful consensus decision-making:

- **Speaking Up:** Everyone in the group bears the responsibility of sharing their ideas, opinions, and feelings.
- **Consensus Does not Mean Unanimity:** As long as all representatives of the governance body have had a chance to speak their minds, a few holdouts do not keep the group from achieving consensus. However, if only a few representatives find the decision acceptable, more dialogue is necessary.
- **Silence is not Consensus:** It is best to ask each person to respond to the issue, if only by nodding. To prevent this from becoming a voting process, it is useful to ask a question like, "Are we all on board?" Also, the Chair might go around the group and elicit responses from everyone.

- **Holdouts:** Holdouts bear extra responsibility for making their positions and feelings clear to the group. When holdouts have difficulty expressing their ideas, objections, or opinions in rational terms — ask them to share their thoughts and feelings. This leads to greater clarity about their specific objections and/or concerns. Once holdouts have shared their positions or feelings, if general consensus is not changed, they should recognize and accept the fact that the group has heard them respectfully but does not agree with their positions or their point of view. It is not appropriate for the holdouts and the rest of the group to accuse each other of not listening to their points of view when both have had adequate opportunity to present these points of view within the discussion.
- **Solidarity:** When consensus is used, all governance body representatives must agree to support the decisions of the group, even if they personally disagree with those decisions. This means that they must work to carry out the decisions of the governance body and speak in favor of these decisions when talking to others in the organization. Staying silent in the group, then speaking against the group's decisions undermines the process.

Guidelines for Generating Consensus

1. Clarify the problem or question being addressed.
2. Determine the criteria for a good solution (cost, scale, scope, acceptance, etc.). Ensure that everyone agrees on the criteria.
3. Brainstorm a range of alternative solutions.
 - a. Generate a thorough list of alternatives.
 - b. Do not evaluate the alternatives as they are being generated
 - c. Write the alternatives in a format that can be seen by everyone.
4. Take a straw poll to check for the possibility of early agreement. If there is only a little disagreement, determine the reasons for the disagreement.

5. Evaluate alternatives according to the criteria you developed. Rule out any alternatives that do not meet the criteria or are rejected by the group after reflection. Determine if any alternatives require further research. If so, make a plan to carry out the research.
6. Make a decision. Test ways to combine or modify alternatives to meet the interests of as many people in the group as possible. Select one or more alternatives.

General Operational Rules for All Open Committees

- Open meetings mean that any individual may join and fully participate in the meetings of the Governance groups designated as having open meetings.
- The Committee for the subsequent year will be formed in the spring (approximately April) of the previous academic year. New appointees will take office on July 1.
- The Chair, or co-Chairs, of the Committee, if not designated, will be elected by the core representatives in the spring term and take office on July 1.
- Following the vote for Chair, all open meetings will be conducted via the consensus model.
- Agendas for all open meetings must be posted* and distributed by 9:00 a.m. the day before the meeting.
- Minutes, for meetings that have them, will be distributed* one day after their approval.
- Representatives of various governance groups, identified as core representatives, bear the primary responsibility for both informing their constituency of the committees' work and informing the committee of the constituency's position on matters under deliberation. It is not the Committee Chair or College Administration's responsibility to inform constituency groups of matters under deliberation by the governance structure.
- Chairs of Committees, unless designated,

shall not normally serve for more than three consecutive years.

- Chair may mean Chair or co-Chair.
- Changes to this document must be proposed to the College Council and ultimately approved by the College President and President of the Academic/Faculty Senate. Specifically if a committee wishes to change its charge, representation, or reporting responsibilities, this process must be followed.

*Posted and distributed means that the committee's website has these items available for review. In addition, College Council minutes will be distributed College-wide.

College Committee Structure

Following governance groups, councils, and committees are supported by the Collegial Consultation Process:

- Academic/Faculty Senate
- Academic Policy Council
- Administrative Staff
- Associated Students of Chabot College
- Basic Skills Committee
- Classified Senate
- College Budget Committee
- College Council
- College Enrollment Management Committee
- Committee on Online Learning
- Curriculum Committee
- Division Meetings
- Facilities and Sustainability Committee
- Health and Safety Committee
- Planning, Review and Budget Council
- Public Art Committee
- Student Learning Outcomes and Assessment Cycle
- Technology Committee





Miscellaneous Policies and Rules

Academic Freedom

Academic freedom exists and is nurtured in our community for the common good of all citizens. Students, faculty, administrators and society itself derive benefits from the practice of academic freedom with its open search for truth and its free exposition. Academic freedom is fundamental for the protection of the instructor's right in teaching and the student's right in learning in the classroom and on the campus. Academic freedom carries with it responsibilities correlative with rights, such responsibilities being implicit in all freedoms and assured by all members of the college to insure the rights of others.

Any issue involving the alleged violation of academic freedom on campus shall follow the procedures of academic due process as provided for the students, faculty, and the college, whichever be appropriate. (*Board Manual*, Policy 4320, adopted March 19, 1996)

Change of Address, Telephone, or Name

All employees are required to inform the Human Resources Office of any change in name or residence address and telephone number. A post office box number may not be substituted where there is an existing street address. Each employee shall have on record in the Human Resources Office a telephone number where the employee can be reached in an emergency.

Civil Rights of Employees

The board recognizes the right of an employee of the district to take or refrain from taking a stand on a political issue and to support or oppose any issue or candidate. Such activities shall be conducted on the employee's own time and off the premises of the district. The employee will exercise reasonable care to show that any actions are being taken in the capacity of a private citizen.

Class Section Cancellation

Prior to the cancellation of any class section that has been listed in the schedule, the Dean will consult with each affected faculty member about the proposed cancellation and will give the reasons for the cancellation, and discuss the alternatives to teaching the section.

- a. **Cancellation Before First Day of Instruction.**
A class shall not be cancelled prior to the first day of instruction unless the College has given five (5) working days prior oral or written notice (by telephone, U.S. mail, or email) to the instructor of the possibility that the class might be subject to cancellation. If such notice is not given, a class shall not be subject to cancellation until the first class meeting. For the purpose of this article, the five (5) working days begin the date the mailed notice is put in the mail and post-marked.
- b. **Bumping Rights.**
Contract, Regular, and Temporary faculty unit members who experience a class cancellation (for load) may bump a part-time (adjunct) unit member only before the first class meeting and only if the unit member's load drops below full-time after any non-banked overage is used to bring the load back to full-time. (*Article 9A.3b*)

College Facilities and Equipment, Use of

Instructors are encouraged to use the college facilities to improve and assist their work with students. Arrangements to use classrooms other than at regularly scheduled times should be cleared with the College Business Office in advance of use.

College Hour

Two hours each week, Tuesday and Thursday from 12:00 noon to 1:00 PM, the instructional program is in recess to allow students and faculty the opportunity to participate in a variety of activities.

Commencement Exercises

Attendance at commencement is required on alternating years as arranged by the Vice President of Academic Services. Faculty who attend one year are invited, but not required, to attend the following year. Approved Leaves of Absence in the Spring Semester shall relieve the faculty member of commencement activities. Commencement obligation shall resume on alternating years upon the faculty member's return to active status. Academic dress is worn at commencement and will be provided by the college for faculty members who do not have their own.

Complaints and Derogatory Messages, Disposition of

It is the policy of Chabot College that members of the staff shall not give credence to anonymous telephone calls and unsigned written messages complaining or making derogatory comments concerning staff members.

Callers who fail to identify themselves shall be informed that messages and complaints regarding Chabot College personnel will not be received by telephone, but must be submitted to the President in writing and must be signed.

Division Meetings

Each division of the college is expected to hold regularly scheduled meetings to plan, coordinate, and evaluate its work. All members of the division are expected to attend the division meetings unless excused by the division Dean.

Drug and Alcohol Policy

The Chabot-Las Positas Community College District strives to maintain a drug-free and alcohol-free environment. A student may be arrested, expelled, suspended, placed on probation or given a lesser sanction for good cause and in accordance with procedures consistent with due process for violations of the drug and alcohol policy. The drug and alcohol policy reads: "On college property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, alcoholic beverages or narcotics as those terms are used in California statutes except

when lawfully prescribed or permitted. District/college property includes real or personal property in the possession of, or under the control of the Board of Trustees of the Chabot-Las Positas District and all district facilities whether operated by the district or by a district auxiliary organization." The policy can be found in the *Board Manual Policy 5512(A)(8)*, and in Administrative Rules and Procedures 5512 and 2315.

Faculty Meetings, General

The President schedules general faculty meetings periodically. All members of the faculty are expected to attend unless given prior approval to be absent by the President or a Vice President. Agendas, topics, and the schedule of meetings for the year are established early in the Fall Semester.

Free Speech

The right to free speech on campus is shared by all students, faculty, administrators, and by any speaker subject to time, place and manner regulations. Free speech allows for the widest possible exchange of ideas and opinions. In order to ensure a favorable environment for speakers and their audience, the following conditions shall govern speaking events:

1. Speakers shall have the right to express ideas and opinions freely in a manner appropriate to the academic atmosphere of the college, and they are encouraged to respond to questions from their audience.
2. Time, place and manner are subject to reasonable regulation to prevent interference with the normal functions of the college.

Any issue involving the alleged violation of free speech on campus shall follow procedures of academic due process as provided for the student, the faculty, the college, and the appeal procedure associated with access to campus, whichever be appropriate. (This policy is covered more fully in Administrative Rules and Procedures 4322)





Instructional Materials Fees (Student)

Ed Code Section 76365 permits districts to charge additional fees to cover the cost of materials deemed necessary for certain courses. These courses may carry a nominal fee for instructional materials provided to students throughout the semester. Courses requiring instructional materials fees will be so noted in the class schedule. However, the college retains the right to amend the course listings for instructional materials fees, and prices are subject to change. Instructors should note on their course syllabi where approved instructional materials fees are required. Materials fees need to be approved by to Office of Academic Services before being charged to the student.

Pets & Animals on Campus, Control of

Animals are not allowed in any room or area where food or beverage is prepared, stored, kept or served. Dogs on campus must be leashed; they are not permitted to enter any of the buildings on the campus. Dogs used by persons with disabilities are exempt from the restrictions of this rule.

Control of pets and animals on campus is covered more fully in the *Board Manual*, Policy 5525.

Student Messages

Switchboard facilities do not permit student messages to be accepted. Written correspondence is recommended in such cases.

Tuberculosis, Freedom from

Each instructor is required to present evidence of freedom from active tuberculosis at least once every four years.

Weapons Policy

The Chabot-Las Positas Community College District prohibits the use or possession of any weapons as defined below. A student may be arrested, expelled, suspended, placed on probation or given a lesser sanction for good

cause and in accordance with procedures consistent with due process for violations of the weapons policy. The policy reads: "Knowing possession or use of explosives, dangerous chemicals or deadly weapons on college property or at a college function...Deadly weapons includes any instrument or weapon of the kind commonly known as a blackjack, sling shot, billyclub, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club." [*Board Manual Policy 5512(A)(8)*], and in Administrative Rules and Procedures 5512.

Sexual Harassment

(Board Policy 4027, revised January 21, 1997; see Administrative Rules and Procedures 4027 for additional information)

In accordance with federal and state law, the Chabot-Las Positas Community College District provides a school and working environment free from all forms of sexual harassment. The District will also maintain an environment in which all students and employees model this behavior, and are treated with dignity and respect.

Sexual harassment is set forth in Education Code Section 212.5 as follows:

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following circumstances:

- (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

(d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

Such conduct by employees or students is deemed unacceptable behavior, will not be tolerated by the District, and is considered a serious offense. Violation of this policy will constitute cause for disciplinary action. Specific disciplinary action shall be related to the severity of the incident and/or the degree to which repeated incidents have occurred. Such disciplinary actions for employees may include, but are not limited to, verbal warnings, letters of reprimand, suspension without pay and dismissal. Such disciplinary actions for students may range from counseling to suspension and/or expulsion.

Examples of conduct constituting sexual harassment, as well as the procedures for filing, processing and resolving sexual harassment complaints in accordance with Title 5 of the California Code of Regulations, Section 59320, et seq. are found in Chabot-Las Positas Community College District Administrative Rules and Procedures for this policy. Additionally, each College and the District Office will designate the responsible officer for enforcement of this policy. Each College and the District Office will ensure that there is adequate communication of this policy and the accompanying procedures to all students and employees.

Details concerning investigation and resolution of complaints regarding Sexual Harassment are contained in Administrative Rules and Procedures 4027. A copy of this complaint procedure will also be available in the Offices of the President, Vice President of Academic Services, Vice President of Student Services, designated Sexual Harassment Officer, and the District Office of Human Resources.





STUDENT SERVICES



SECTION B

Student Services

Chabot College Student Services supplement and compliment the instructional program by providing a wide variety of support programs and services. These services assist the students in formulating future plans and goals, and in making appropriate educational decisions. Students are provided with avenues for obtaining financial aid or support, academic, career, and personal counseling, and opportunities to participate in many different activities. The overall objective of the combined student services is to ensure and facilitate student success by providing supportive services responsive to the needs of our college's diverse student population.

The Student Services are organized under the following management units:

Vice President of Student Services

- Dean of Counseling
- Dean, Special Programs and Services
- Director of Student Life
- Director, Admissions and Records
- Director, Financial Aid

Office of the Vice President, Student Services

Student Grievance Procedures

The procedure for students to follow in seeking redress from unfair and improper action by any member of the faculty or staff, or by another student is contained in the *Chabot College Catalog*.

Student Identification Cards

Students are required to carry their Student Identification Cards with them at all times. Faculty and staff may, subsequent to identifying themselves, request students to present their Identification Cards at any time. (For information on obtaining an ID Card, see Photo ID Center on page B-12.)

Children on Campus

Parents and others who bring children on the campus shall be held responsible for the direct and immediate supervision of the children at all times. Small children left unattended and free to wander about the campus and buildings can be endangered and may interfere with the instructional programs and the operations of the College. Any child found unattended must be regarded as an abandoned child and be placed under the protective custody of police or welfare officers, who can insure care and safeguarding of that child.

Request to Contact Students

The college receives many requests to locate students, to give messages to students, and/or to call them out of class for telephone conversation. The general policy is that we do not run a locator and message center. The only exception is those situations where the evidence indicates that it is a matter relating to life, death, or other severe emergency. For example: a child has been injured at a school, and parental approval by our student is necessary for medical assistance; the house is on fire; the spouse or parent has been severely injured and is near death. In such cases, an effort will be made to contact the student.

The switchboard has been asked to inform all persons asking us to communicate with students that we do not have a locator service. If the caller persists **on an emergency basis**, the call is to be referred to the Office of Safety and Security.

Student Rights and Privacy

Each student and alumnus of Chabot College has the right to (1) review the official educational records, files, documents, and other materials which contain information directly related to him or her, and (2) challenge such records that are inaccurate, misleading, or otherwise inappropriate.

It is also the policy of the College that, unless excluded by state or federal law, no record, file documents,





materials, or personally identifiable information contained therein shall be released to any individual, agency, or organization without the express written consent of the student.

Faculty are reminded not to publicly post grades on line or in printed form. Student work that has a grade on it is not to be left unattended for student pickup.

Any student desiring to challenge the content of his or her official educational records should contact the office of the Vice President of Student Services.

While the College does not provide general directory services, it may by law under special circumstances release the following information about a student: Name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Any student who does not wish such information to be released about his/her participation or status should notify in writing the Office of Admissions and Records at the beginning of each semester or session of attendance.

The College is required to comply with all federal regulations governed by the Family Educational Right and Privacy Act.

Student Discipline

Students are expected to conduct themselves in accordance with behavior standards of the college. When a student is charged with misconduct, the charge shall be processed in accordance with the district policy and procedure in order to protect the student's rights and the college's interest. Student Conduct and Due Process Board Policy and Procedures are printed in the college catalog. The Vice President of Student Services is the College Discipline Officer, and a student may be expelled, suspended, placed on probation, or given a lesser sanction for good cause and in accordance with procedures consistent with due process.

Sexual Harassment

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- (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

Such conduct by employees or students is deemed unacceptable behavior, will not be tolerated by the District, and is considered a serious offense. Violation of this policy will constitute cause for disciplinary action. Specific disciplinary action shall be related to the severity of the incident and/or the degree to which repeated incidents have occurred. Such disciplinary actions for employees may include, but are not limited to, verbal warnings, letters of reprimand, suspension without pay and dismissal. Such disciplinary actions for students may range from counseling to suspension and/or expulsion.

Examples of conduct constituting sexual harassment, as well as the procedures for filing, processing and resolving sexual harassment complaints in accordance with

Title 5 of the California Code of Regulations, Section 59320, et seq. are found in Chabot-Las Positas Community College District Administrative Rules and Procedures for this policy. Additionally, each College and the District Office will designate the responsible officer for enforcement of this policy. Each College and the District Office will ensure that there is adequate communication of this policy and the accompanying procedures to all students and employees.

Details concerning investigation and resolution of complaints regarding Sexual Harassment are contained in Administrative Rules and Procedures 4027. A copy of this complaint procedure will also be available in the Offices of the President, Vice President of Academic Services, Vice President of Student Services, designated Sexual Harassment Officer, and the District Office of Human Resources.

Americans With Disabilities Act

(Refer to Board Policy 4029)

The Americans with Disabilities Act (ADA), signed into law on July 26, 1990, is a wide-ranging civil rights statute that prohibits discrimination against people with physical or mental disabilities that substantially limit activities such as working, walking, talking, seeing, hearing, or caring for oneself. Students who have a record of such an impairment and those regarded as having an impairment are also protected.

The Chabot-Las Positas Community College District has developed a complaint procedure intended to make a good faith effort to ensure that no student shall, on the basis of a physical or mental disability, be unlawfully subjected to discrimination on the basis of disability under any program, service, or activity offered in this District. Students must also understand that this process does not eliminate their responsibility in complying with all college regulations and for maintaining appropriate requirements as established by instructors for each course in which they are enrolled.

Admissions and Records — Building 700

Attendance and Grading Records

Attendance and Grade reporting is an online process. The procedures are posted on Web for Faculty on CLASS Web. To access CLASS Web go to the College homepage www.chabotcollege.edu and click on the CLASS Web link. To login one must enter their user ID (Social Security Number or assigned W number) and PIN (birth date—mmddyy). First-time users will be prompted to personalize their PIN. Proceed to select menu for Faculty, Staff and Advisors and select Web for Faculty.

It is important that each instructor understand and follow student attendance and records accounting procedures. All questions related to student educational records should be directed to the Office of the Director of Admissions and Records.

Faculty members who **resign or go on a leave of absence** will be asked to leave with the division Dean all necessary tests and other make-up materials which are required for any student to clear an incomplete grade which may have been given by that faculty member.

Registration

Students may register in person or via CLASS-Web (www.chabotcollege.edu). Students are expected to follow registration procedures as specified in the *Class Schedule*. Students are dropped from classes if they fail to meet prerequisites. They are also dropped for non-payment by dates posted on the Admissions and Records website. Required admission documents must be submitted properly. Students who are continuing from one semester to the next may preregister and enroll in classes during the preceding semester. Students register online or in person. Refer students to Admissions and Records for more information about registration.

Late Registration

Late registrations for students are accepted through the published “last day to add classes” each semester. The deadline for class adds in the semester is the day before census. Registrations are generally not accepted after



these deadlines except for “short-term graded” (non term length), “self-paced,” or “community interest” classes, which begin at varying times throughout the semester.

Automated Waitlist

Waitlist is a registration feature in CLASS-Web that goes into effect when a class is closed and has reached its enrollment limit. Waitlists are available for all classes.. Waitlists are assigned by specific CRN’s and are term-based. Initial capacity for all CRNs is set to 20. The capacity may be increased or decreased, or set to zero (which turns the waitlist off) for an individual CRN. Changes need to be communicated through the Division Dean to Academic Services one week before registration begins. No action is required if faculty prefer to use the default waitlist capacity.

Students are placed on the waitlist on a first-come, first-served basis. To view waitlisted students up to 48 hours BEFORE the first day of class, click on Faculty Class Roster on the Web for Faculty site. This roster is updated real-time during registration.

Faculty can see the changes online as students on the waitlist are notified that a spot is open and then become registered students. On the CLASS-Web Roster, faculty can email waitlisted students in mass or email individual waitlisted students, just as they are able to for registered students.

PLEASE NOTE: Accessing the Opening Day roster within 48 hours prior to the first day of class CLOSES the waitlist and generates Add Authorization Numbers.

Once the waitlist is closed, students are sent reminder emails that they now need to show up for the first day of class to receive an add authorization number. If this is an online class, they are instructed to email their instructor to get an add authorization number.

Enrollment in Classes

Opening Day rosters are available online on the Web for Faculty site two days prior to the start date of the course. The rosters contain course and section numbers, a listing of students’ names and W numbers, a list of waitlisted students in priority order, and add authorization numbers.

Instructors should take roll on the first day. No student should be permitted in class unless his/her name appears on this Opening Day Roster or unless the instructor agrees to issue the student an add authorization number. Instructors should issue add authorization numbers to waitlisted students in the order listed before accepting walk-ins. Students with add authorization numbers should be advised to complete their registration on CLASS Web, which will require that they use the add authorization numbers assigned to them. After exhausting the waitlist, or if no waitlist for a course exists, instructors may issue add numbers according to student priority numbers. The priority number appears on the sticker of the student’s ID card. For more information on how priority numbers are determined, please contact the Office of Admissions and Records.

Retention of Instructor Records

Instructors should maintain complete records used as a basis for grades and be prepared to present these records and justify the grades if challenged. You may use any method you wish to maintain your grade records. If you are interested in using an off-line grade book, GradeQuick allows instructors to customize the grading scale, drop low scores, weight tests or categories of tests, keep attendance, print seating diagrams, and print reports. Instructors may check the software out at the AV desk, upstairs in the library. A step-by-step guide is available online at <http://www.chabotcollege.edu/softwaretutorials/guides/>.

Faculty members are reminded that all examinations and other original records should be retained for at least one year beyond the semester in which the course was completed. A longer period of time is recommended.

Census Week Reports

The Chabot-Las Positas Community College District is funded by the state based upon the official enrollment of registered students at census. Accurate records must be maintained in each instructor’s roll book in order that funds will be neither lost nor accepted illegally. Annual audits of census data are required by the California Community Colleges System Office. Instructors must comply with Title 5 regulations and must purge course roll of all inactive enrollments at Census (Title V 58004). The submission deadline dates are posted on the online drop rosters on Web for Faculty. Failure to do so can result in a substantial loss of funding due the College.

Positive Attendance Classes/No Credit Classes for Adults/Community Interest

Some of the classes offered are designated as “positive attendance,” “no credit,” or “community interest.” Instructors of these classes are informed of the designation by the Office of Academic Services and are required to keep a daily record of each student for each class meeting. **At the end of each course**, instructors must submit their online positive attendance roster reflecting total hours of attendance for each student. Accurate and timely recordkeeping is a necessity.

Class Hour Defined

The classroom teaching hour is defined as 50 minutes (exclusive of passing time or, in block scheduling, of two or more class periods). Each 50 minutes of such attendance shall be counted as a clock hour. The sum of the class hours for a block schedule course shall be no greater or no less than the sum of class hours for a similar course offered on a single-period basis. It is expected that instructors will conduct their classes for the full period of time required and that attendance at class will be required.

Program Changes

1. Adding Classes

Students may attempt to add into open full-term classes during the first few weeks of instruction. Add authorization numbers are generated on a random basis for instructors to issue to students. Students are generally added from highest to lowest priority number.

An add authorization number reserves a seat in the class. The number is only valid until census day. After the course add deadline, students must obtain a Late Add card from the instructor. Late Adds must be approved by the instructor and division Dean.

2. Withdrawing (Dropping) From Classes

Students are responsible for dropping or withdrawing from classes. Failure to follow the withdrawal procedures may result in a grade of “F.” Students who drop before the no grade of record period will not have a

grade appear on their transcript. Student who drop after the no grade of record (“NGR”) deadline and before the withdrawal deadline will have a “W” on their transcript.

Drop and withdrawal deadline dates are listed in Schedule of Classes and also online. Students may drop online, www.chabotcollege.edu go to CLASS Web, or drop at the Office of Admissions and Records.

Withdrawals do not affect the students’ grade point average; however, excess “W” notation may result in (1) poor progress or dismissal status, and affect (2) full-time enrollment status, (3) eligibility for financial aid and other benefits, and (4) athletic eligibility.

Students may withdraw no more than 3 times for the same course. Subsequent enrollment in the course will require special permission from the Vice President of Student Services or designee. (*Title 5, Section 55024*)

3. Instructors’ Withdrawal Option

Students who miss the first meeting of a course may be dropped by the instructor. The first meeting of on-line or hybrid Distance Education courses is the first day of the class as specified in the class schedule listing. For these courses, instructors may drop students who do not login to their Blackboard course and/or complete indicated activities by the third day of classes. In addition, an instructor may initiate a drop if the student is absent for a total of four (4) consecutive or six (6) cumulative instructional periods and/or two (2) consecutive weeks of instruction.

Instructors may drop students with a no grade of record when they submit their online opening day roster or census roster. Drops submitted on the Withdrawal Roster are recorded with “W” (withdrawal) and appear on students’ transcripts; they are subject to appropriate enrollment fees and/or tuition fee.

Instructor initiated drops may be submitted through the Withdrawal deadline date. Instructor Initiated Student Drop forms are available online via CLASS-Web.



4. Withdrawing with Extenuating Circumstances

Students may withdraw from a class with extenuating circumstances after the Withdrawal deadline and prior to finals week. Documentation must be presented verifying the situation, the instructor must verify that the class is being passed with a minimum of a “D” grade, and the Dean of Counseling must approve the request. Circumstances that will be considered are acute medical problem, acute personal or family problem, employment related problem or other similar circumstances preventing a student from completing the class.

5. Disciplinary Reasons

The active enrollment of a student in a class may not be terminated by the instructor for disciplinary reasons. However, the Vice President, Student Services, may suspend a student.

Only the Board of Trustees can exclude a student from attendance.

Faculty members experiencing disciplinary problems warranting the removal of a student by suspension or exclusion should involve their Dean, who will involve the Vice President, Student Services, as soon as possible.

6. Total Withdrawal From College

Students who intend to withdraw from the college must initiate withdrawal procedures for each class in which they are enrolled. Students are held accountable for clearing all obligations with the college, including fees, library books, equipment, and lockers. The deadline for withdrawal from classes with a guaranteed “W” is listed in the *Class Schedule*.

7. Reenrollment in Class

An instructor who desires to re-enroll a student in his/her class must complete a Petition for Reenrollment in Class form online via CLASS-Web. This should be done immediately so that the student’s program of studies is as accurate as possible. Also, it is important to have all students officially enrolled when processing attendance reports, which form the basis for state funding.

8. Warning for Substandard Grades

An instructor should warn a student if he/she is receiving a substandard grade (“D” or “F”). This is especially important in classes that are prerequisites.

9. Mid Term Progress Report

In the 6th week of instruction, Mid Term Progress Reports are available online to all instructors teaching on-campus full-term classes. This process is a mechanism designed to provide intervention assistance to students who may be experiencing academic difficulties. Instructions will accompany reports. Faculty participation is important.

Student Load

The following classifications have been established based on unit load:

Full-time student - registered for 12 or more units

Three-quarter student - registered for 9.0 to 11.5 units

Half-time student - registered for 6.0 to 8.5 unit

Many benefits available to students require that the student be in full-time status.

A unit load of 18 units per semester is considered maximum. In order to take more than the maximum, students must obtain approval from a counselor.

Submission of Final Grades

All grades must be submitted online by the due date noted on the online Grade Roster. It is the instructor’s contractual responsibility to meet this deadline. (*Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association, July 1, 2006-June 30, 2009, Section 15C.5.d*)

“I” (incomplete) grades represent an instructor-student agreement that the student may complete the course work by the end of the following term or semester and receive an appropriate letter grade. Report of Incomplete Grade cards require the signatures of both the student and the instructor. If the student does not complete the course work by the end of the subsequent term, the right of the

student to make up the work is forfeited. The “P” will be replaced with the alternate letter grade assigned by the instructor at the time the incomplete was assigned. Consequently the revised G.P.A. will be calculated.

Use of Recording Devices

Students are not permitted to use recording devices in class or in any campus meetings without the express approval of the instructors involved. Exceptions shall be made for physically limited students who have a permit issued by the Disabled Student Resource Center. The permit is evidence of the physical need of the student to use a recording device and of the student’s agreement to not use or allow to be used the content of the device for any purpose(s) other than course-related study.

Counseling & Guidance — Building 700

Counseling Services for Students

Counseling services are provided for students attending day and evening classes. Counselors are available to assist students to establish or clarify appropriate educational and vocational objectives and to help with educational, social or personal problems. Counselors can further assist individuals to participate in the educational process, to make significant choices, and to achieve increasing self-direction.

The Counseling Division offers its services for students Monday, Tuesday, and Thursday 8:00 AM to 5:00 PM, Wednesday 8:00 AM to 2:00 PM and 4:00 PM to 7:00 PM. Friday 8:00 AM to 12:00 NOON.

• Academic Counseling

Counselors help students plan their programs of study to reach their educational goals. Counselors offer assistance in exploring life goals, educational planning, and appropriate course selection. This assistance may include helping students evaluate their aptitudes and interest through the use of tests and interviews.

Students are also encouraged to seek advice from faculty members in the Division of their major

interest. However, the final responsibility for the selection of proper courses rests with the student.

• Career Counseling

Counselors are available to assist students in identifying their career options. Career Counselors work in conjunction with resources found in Chabot’s Career & Transfer Center. The Center is well stocked with the latest information, including career resource books and video cassettes, computerized systems, university and college catalogs, current career oriented magazines and information brochures.

• Transfer Counseling

The Career & Transfer Center provides a wide variety of transfer information, including the latest university and college catalogs, informational programs and an annual Transfer Day. Representatives from universities and colleges are also available to assist students on a scheduled basis. Students have access to ASSIST Articulation Agreement to four-year institutions. The world wide web is available to research college and university information. Students have the opportunity to meet with university representatives.

• Personal-Social Counseling

Counselors are available to students who need assistance with problems which may be affecting their academic progress. Counselors work with students to alleviate their relationship, health, or emotional concerns. The emphasis is on short-term counseling. Appointments are arranged at the Counseling Division receptionist desk in Building 700. Matters discussed by the student and counselor are held in strict confidence. When appropriate, students may be referred to other professional services in the community.

Counseling Services for Faculty

The counseling staff provides a variety of support services for members of the faculty. These services include:

1. **Consultation** in matters relating to interrelationships within a classroom.





2. **Information** about instructional and student support services which can be helpful to instructors responsible for the educational development of students.
3. **Individual** student testing, including the selection of appropriate educational, vocational, or psychological tests, referral of the student for testing, and the interpretation of test results with the instructor and/or students.
4. **Consultation** in matters relating to the design of instructional programs and/or research.

The relationship between counselors and instructors is a cooperative, supportive, and professional one in the service of students. Many members of the counseling staff devote 25% of their time to classroom instruction. Members of the instructional staff spend much time in advisory relationships with their students.

A representative of the counseling staff serves as an ex-officio member of each instructional division and will be glad to answer questions or obtain information.

Whenever you wish assistance for yourself or one of your students, call the counselor assigned to your division or the Dean of Counseling at 723-6717 or the Dean's Administrative Assistant at 723-6716.

Financial Aid Office

Financial aid is money provided by the Federal Government, the State of California, and administered by the Chabot Financial Aid Office to help cover costs associated with attending college at Chabot. The college provides financial assistance to eligible students through scholarships, grants, loans, job opportunities, and fee waivers.

Information regarding the types of aid available, eligibility, and filing procedures is available in the *College Catalog*, the *Class Schedule*, and through the Financial Aid Office's web page at www.chabotcollege.edu/FinAid/.

The Financial Aid Office is located on the first floor of Building 700, Extension 6748.

Matriculation

Matriculation is a partnership between the student and Chabot College for the purpose of realizing the student's educational goals. It acknowledges responsibilities of both the College and the student to reach those goals through the established programs, policies, and requirements currently in place

Chabot College agrees to provide "Pathways to Success" which include: an assessment of English/Math skills; an online orientation to the college's programs, services, academic regulations, expectations, campus facilities, and student life; counseling services to ensure students are on the path towards their educational goals.

The student agrees to: express a broad educational intent upon admission and to declare a specific educational objective within a reasonable period of enrollment; attend classes and complete assigned work; meet with counselors to discuss educational choices; and seek support services as needed to complete course work and maintain progress toward an educational goal based on standards set by Chabot College.

Some students may qualify for exemption from certain matriculation components by completing the Request to Review Priority Registration Status form with a counselor.

Special Student Programs and Services

ASPIRE Program

The ASPIRE Program provides low-income, first generation college, and disabled students comprehensive academic support services. Through individualized academic, financial, and personal counseling, coupled with career exploration and cultural enrichment activities, the program aims to ensure student success at Chabot and beyond. For more information, call 723-7547.

CalWORKs

CalWORKs (California Work Opportunities and Responsibility to Kids) is the statewide comprehensive education/job training, job services, and job placement program. TANF (Temporary Assistance to Needy Families) provides time-limited benefits to TANF recipients who must be involved in work/job training activities as part of the Federal Welfare Reform.

Chabot provides training programs in collaboration with the County of Alameda for TANF/CalWORKs adult recipients in one- and two-parent families. Individualized education/training plans are developed which include classes that provide skills required for success in college and prepare the student for entering the workforce.

Support services include counseling, tutoring, career assessment, job search/preparation, and job placement. The goal of the individualized education and training program is gainful employment. Through cooperation with the Alameda County Social Services Agency, other support services, such as child care and transportation can be provided.

For further information, contact the EOPS/CARE/CalWORKs reception desk, second floor kiosk, Building 700, or call (510) 723-6909..

CDC–WORKS!

The CDC (Child Development Careers) WORKS Program provides training and support to Community College students who are interested in becoming child development and early childhood educators. To be eligible for CDC–WORKS you must be a Chabot College Student with Early Child Development as your major. You must also currently be on CalWORKs, timed out, or have been on CalWORKs in the past. We provide:

- Personalized support and mentoring,
- Financial assistance,
- Job placement services,
- Early Childhood Permit assistance,
- Free Workshops,
- Work Study, and
- Additional incentives: copy cards, funds for finger-printing and more.

For further information, contact CDC–WORKS at (510) 723-6912.

Children’s Center

The Chabot College Children’s Center and Lab School serves Chabot College students who are ECD majors. The Center is established to provide a laboratory setting for observation and to teach ECD students about children through first-hand/practicum experience in the classroom. The Center also provides quality care for children of students, the community, the staff and faculty. Admissions priority goes to lower income families. We are able to offer subsidized funding due to contributions from state and federal funds. We provide a safe environment that meets the developmental needs of children from infancy through preschool. We are located in Bldg 3500. For further information, call (510) 723-6684.

International Students Program

The International Students Program at Chabot College encourages students from other countries to enroll. The international program includes provision of services to international students who hold student visas by assisting them with matriculation (admissions, assessment, orientation, counseling, and student follow-up). Events on campus are also coordinated to promote global awareness. Through the college’s International Student Club, members plan academic and social events that help international students make friends, learn about other cultures, and explore bay area activities and attractions. Telephone 510-723-6715.

Services for Veterans

Chabot College is approved to offer instruction to servicepersons, reservists, and other eligible persons under Title 38, United States Code and Department of Veterans Affairs regulations. The basic categories of educational assistance programs are: Montgomery G.I. Bill - Active Duty (Chapter 30), Montgomery G.I. Bill - Selected Reserve (Chapter 1606), Veteran’s Educational Assistance Program (VEAP - Chapter 32), Reserve Educational Assistance Program (REAP - Chapter 1607), Survivor’s



and Dependent's Educational Assistance Program (Chapter 35), Veterans Retraining Assistance Program (VRAP), Vocational Rehabilitation (Chapter 31), and Post 9/11 G.I. Bill (Chapter 33).

Students applying for any of these educational benefits are required to request official academic transcripts from each school they have previously attended to be forwarded to the Admissions and Records Office for evaluation.

For more information contact the Chabot College Veteran's Office, (510) 723-6910 or cc-veterans@chabotcollege.edu located in Building 700 lobby, Room 703E, or the VA Education Benefits Call Center at 1-888-442-4551.

Disabled Student Programs and Services

Disabled Student Resource Center

The Disabled Student Resource Center (DSRC) offers support services to students with disabilities. Any student with a verified physical, communication, psychological, or learning disability is eligible for services. Support services include direct services, programs, and campus and community referrals. Counselors are available to assist students with academic and vocational goals and for personal counseling and community referrals. Direct services include assistance with academic planning, registration, new student orientation, mobility, interpreters, reader services, and alternative testing. A variety of adaptive equipment is available for student use.

The DSRC is located in Building 2400, and can be contacted by telephone (510) 786-6725.

High-Tech Center

Located in the DSCR (Building 2400), the High-Tech Center houses computers with state-of-the-art adaptive hardware and software. Programs include screen readers, screen magnifiers, voice recognition software for students who cannot use a keyboard, and a program to assist students in reading textbooks by use of a scanner. The Center also provides other programs to help students learn keyboarding and word processing, as well as software assigned by other instructors.

Learning Skills Program

The Learning Skills program is designed to assess students to determine if there is a Learning Disability and to provide instruction to prepare students academically for college courses.

Adaptive Physical Education

DSPS offers students an opportunity to design their own individualized physical education programs with an instructor. Activities range from weight training and flexibility exercise to swimming and self-defense. Chabot provides a fully equipped Adaptive Physical Education gym, where students can work out on treadmills, pulleys, weights, walkers, and exercise bikes.

Adapted Physical Education courses are available for students with physical disabilities. Contact the DSRC at 723-6725 for more information.

EOPS/CARE

EOPS (Extended Opportunity Programs and Services) is a student academic support program for educationally and economically disadvantaged students funded by the State of California and the Chabot/Las Positas Community College District. The Program is designed to provide educational opportunity for students with academic potential who historically would have not attended college.

Specifically, EOPS provides **eligible** students with academic support services such as personal and career counseling, academic advising, priority registration, financial aid application assistance, transfer assistance, university application fee waivers, EOPS grant and work study assistance, and cultural awareness and enrichment activities.

CARE (Cooperative Agencies Resources for Education) is a unique educational program which represents a cooperative effort between the Chabot/Las Positas Community College District, the Department of Social Services and community agencies designed to assist single parent, EOPS students achieve their educational goals and work towards achieving financial independence. Support services include academic and personal counseling,

peer support, campus and community referrals, transfer assistance and limited child care financial assistance.

For more information regarding eligibility for these programs, refer to the *College Catalog* or visit the EOPS/CARE/CalWORKs reception desk, second floor kiosk, Building 700, or call 723-6909.

Learning Communities

Daraja Project

This unique project is a year-long accelerated writing, mentoring, and counseling program which focuses on African-American authors and issues. Designed for students who plan to transfer to four-year colleges and universities, it is open to all students who meet the qualifications for enrollment. A team composed of an English instructor, counselors, and mentors works together with students, with mentors serving as role models to share their experience and knowledge. Call 723-6747 for more information.

PACE Program

The PACE Program (Program for Adult College Education) is an A.A. Degree program for working adults which also fulfills general education transfer requirements to the California State University system. PACE classes are offered so that students may take three classes at a time by coming to school one night a week plus every other Saturday. Two majors are available: Behavioral Sciences or Liberal Studies (other majors are available with additional non-PACE classes). For more information, call 723-6670 or 723-6619.

Puente Project

This award-winning nationwide program originated at Chabot College. It is a year-long writing, counseling, and mentoring program with course content based on Chicano/Mexican-American/Latino writers and authors. The mission of this program is to increase the number of community college students transferring to four-year colleges and universities, and it prepares students to compete academically in a university environment. The Puente program year starts with the Fall semester and runs through the Spring semester. Interested students

are encouraged to contact the Puente office in February preceding Fall entry. For more information, contact Aspire/Puente/Daraja reception, second floor kiosk, Building 700, (510) 723-7120.

The Learning Connection

Chabot College's Learning Connection is an innovative campus-wide collaboration among students, faculty, and staff to promote learning and success.

Current Learning Connection learning support tutoring programs include: Peer Academic Tutoring Help (PATH), in Room 2351; the Writing and Reading Across the Curriculum (WRAC) Center, on the Library Mezzanine; the Math Lab, in Room 3906; the Language Center (ESL support), in Room 2351; the World Languages Lab, in Room 352; and ChabotLink, a peer advising program. In addition, in-class tutors, or Learning Assistants, are available upon instructor request to support students in their classrooms; and some chemistry and math instructors make use of Peer-Led Team Learning (PLTL) Leaders to facilitate workshops for students that reinforce classroom instruction.

Learning Connection's Center for Teaching and Learning supports teaching excellence. The CTL offers instructors and staff opportunities to investigate common teaching themes with colleagues on and off campus, conduct research in teaching and learning, become proficient in the use of instructional technology, develop curricula, and engage in other activities related to teaching and learning.

More information about Learning Connection programs is available at www.chabotcollege.edu/learningconnection/ctldefault.asp.

Student Health & Wellness Center

All students are eligible for unlimited visits to the Student Health & Wellness Center located in Building 100, Room 120. Services at low or no cost include assessment, evaluation, and treatment for minor illnesses and injuries, physical examinations, over-the-counter medications, immunizations, reproductive health services, non-urgent emergency care, early illness intervention,





physician referrals, and health education and advisement. The Center is open five days a week with limited evening hours. Telephone (510) 723-7625.

Student Online Services

The Center provides students on-line access to CLASS-Web which enables them to retrieve information regarding grades, enrollment, academic history, admission applications, assessment, and registration. In addition, students can access information for career exploration, financial aid, and transfer to colleges and universities. The Center is located on the first floor of Building 700.

Photo ID Center

Located on the first floor of Building 700 in Student Online Services, the Photo ID Center provides Chabot College identification cards for all students, faculty, and staff. Your W number and a picture ID (California Drivers License, state-issued ID, or Passport) is required, and students must also show a receipt or printout of their current class schedule (available on CLASS-Web). The process usually takes less than five minutes to complete, and there is no charge. While on campus, all staff, faculty, and students are required to carry college ID. Please call 723-6770 for Center hours.

Student Life — Building 2300

The Office of Student Life is located in the Student Center, Building 2300, in Room 2355. The office provides many services and resources for students to support successful completion of academic goals. In addition to providing housing listings, transportation information, and community service opportunities, the Student Life staff is responsible for student activities, student government (ASCC), leadership workshops, scholarships, and the flea market. They also maintain monthly activity calendars, coordinate campus posting, and provide resources and advising for campus clubs. Faculty interested in any of the programs and services offered, or in becoming a club advisor, should contact the Office of Student Life at extension 6914.

Associated Students of Chabot College (ASCC)

Each currently registered student is a member of the Associated Students of Chabot College. The **Student Senate** is responsible for bringing student concerns to the academic divisions and College committees. The Student Senate coordinates the participation of students in the governance of the college and also seeks to provide them with additional scholastic, cultural, social, and recreational activities. The Associated Students are responsible for encouraging students to participate in the out-of-class activities as important educational experience.

The **Inter-Club Council (ICC)** is responsible for the coordination of clubs relating to special interests of students and for the conduct of a wide variety of on-campus activities and events.

ASCC offices are located in Building 2300, Room 2311. For additional information, contact the ASCC at 723-6914.

Women's Studies

The Women's Studies Project has been offering classes since Fall 1995. Particular sections of regular courses offered at Chabot—English, History and Health Science—are included. TWSP courses focus on women's issues in the context of a general education curriculum, and are open to all qualified students who are interested in this focus. For more information, call 723-6805.

FACULTY MATTERS
REGARDING CURRICULUM
& INSTRUCTION



SECTION C

Office of Academic Services

Following is a list of major areas of responsibility:

Vice President of Academic Services

- Instructional program and all components
- Budget and Enrollment Management
- Planning
- Curriculum
- Personnel, Hiring
- AB 1725 (FSAs, tenure, minimum qualifications)
- Catalog
- Schedule
- Title III, Perkins, and other grant oversight
- Tech Prep
- Advisory Committees
- Faculty Handbooks
- Part-time & Full-time Faculty Orientation
- Faculty Workload Banking
- Faculty Evaluation

Division Deans

- Supervision of full- and part-time faculty and staff
- Staffing (certificated and classified, full- and part-time staff)
- Scheduling and enrollment management
- Oversight of evaluation of full-time and part-time staff
- Curriculum development
- Division budgets
- Room assignments and facilities management
- Textbook selection and ordering
- Ordering and management of supplies and equipment
- Liaison with external agencies
- Advisory committees
- Other duties unique to each division

Allocation of Programs and Services Among Divisions

Applied Technology and Business

x6652 Tom Clark
x6653 JoAnn Cerefice

Subjects: Accounting, Apprenticeship (Electricians, Automotive, Roofers, Telecom), Automotive Technology, BMW, Business, Computer Application Systems, Construction Electricians Training Program (CELT), Dental Hygiene (temporary), Electronic Systems Technology, Entrepreneurship, Fire Technology, Industrial Technology, Machine Tool Technology, Nursing (temporary) Real Estate, Welding Technology, Work Experience

Programs/Services: Contract Education (including liaison with Economic Development), Chabot Web Services/Online Education, Tech Prep, Vocational Education (CCCAOE, Advisory Committees), Perkins

Facilities: Classrooms and Labs

School of the Arts

x6828 Eric Schultz (interim)
x6829 Catherine Powell

Subjects: Architecture, Art, Art History, Digital Media, Graphic Design, Humanities, Film, Interior Design, Mass Communications, Music (Applied), Music (Literature, Theory, and Musicianship), Music (Performance), Music (Recording and Technology), Philosophy, Photography, Religious Studies, Theater Arts

Programs/Services: Community Education, Film, Theater, *The Spectator*. (*The Spectator* is the official College newspaper and is produced by the college newspaper staff under the guidance of the faculty advisor. Comments regarding the paper and news items should be addressed to the editor of the newspaper or to the faculty advisor.)



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Facilities: Classrooms and Labs, Performing Arts Center, Radio Station, Television Station

Health, Physical Education and Athletics

x6929 Jeff Drouin (interim)
x6927 Kim-Uyen Cao
x6896 Catherine Gentiluomo (Nursing)
x6953 Connie Gerton (Skills Lab)

Subjects: Dental Hygiene*, Health (Includes E.M.T.), Medical Assisting, Nursing*, Nutrition, Physical Education

*Temporarily moved to Applied Technology & Business

Programs/Services: Athletics, Dental Hygiene, E.M.T., Nursing, Medical Assisting

Facilities: Classrooms, Labs, Dental Hygiene Clinic, Nursing Skills Lab, Gym, Fitness Center, Weight Training, Swimming Pool, Dance Studio, Training Room, Wrestling Room, Tennis Courts, Baseball Field, Softball Field, Football Field, Track, Football Stadium, Men's and Women's Locker Rooms

Language Arts

x6805 Marcia Corcoran
x6804 Debra Kling

Subjects: Communication Studies, English Composition and Literature, English as a Second Language (ESL), World Languages (Chinese, French, German, Italian, Japanese, Portuguese, Spanish), General Studies, Learning Skills, Library Skills, Sign Language, Tutoring

Programs/Services: Puente, Daraja, Service Learning; Learning Connection, including Center for Teaching and Learning, PATH, Language Center, WRAC Center, World Language Lab, Communication Coaches; Library; Title III/Basic Skills Initiative; Faculty Inquiry Network

Facilities: Classrooms and Labs, Library, Learning Connection, including PATH

Science and Mathematics

x6897 Tram Vo-Kumamoto
x6898 Alice Lo

Subjects: Astronomy, Biological Sciences (Anatomy, Biology, Biotechnology, Environmental Science, Microbiology, Physiology), Chemistry, Computer Science, Engineering, Mathematics, Physical Science, Physics

Facilities: Classrooms and Labs

Social Sciences

x6669 Eric Schultz (interim)
x6670 Cheryl Sannebeck

Subjects: Administration of Justice, Anthropology, Early Childhood Development, Economics, Ethnic Studies, Geography, History, Political Science, Psychology, Recreation and Rehabilitation Therapies, Social Science, Sociology

Programs/Services: CARI, Foster Care, Independent Living, PACE, QUEST

Facilities: Classrooms and Labs; Children's Center

Untenured Faculty Evaluation

(Article 14 of the Agreement Between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association, January 1, 2012 through December 31, 2014)

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ARTICLE 14

CONTRACT (UNTENURED) FACULTY EVALUATION

14A. Purpose

In the granting of tenure, a peer review process will be used to ensure that Contract (Probationary) Faculty demonstrate the qualities and performance necessary to meet professional responsibilities. Tenure derives from two (2) sources: the authority of the Chabot-Las Positas Community College District Board of Trustees, who ensure that the communities they represent are provided the best possible learning environment, and the college faculty, who are obliged as professionals and specialists in their fields to provide a high-quality educational forum for learning. While the Board of Trustees and the administrators it appoints set in place the guidelines for hiring effective faculty and for evaluating their performances, the faculty, represented by the Faculty Senates, have the responsibility under shared governance to implement these guidelines and to participate in the evaluation process. The Faculty Association has the responsibility to monitor contractual procedural due process aspects of the evaluation process. The mutual goal of the District administration and faculty is to hire qualified, diverse faculty who are expert in their subject areas, skilled in their professional responsibilities, and sensitive to equal employment guidelines and community diversity.

Through an ongoing evaluation process, the decision to grant tenure generally occurs at the end of the fourth Academic Year for a Probationary Faculty unit member (hereafter referred to as a Contract unit member). (See [Article 14L.2 Footnote 1.](#)) In the normal process, the Tenure Committees, comprised of faculty peers and administrators, recommend to the Board of Trustees the appropriate faculty for tenure.

This policy conforms to the provisions of AB 1725 and Sections 87663 and 87664 of the Education Code.

14B. Guiding Principles

14B.1 *Non Discrimination*

The evaluators shall not consider information about the private life, religious, political and/or organizational affiliations, or sexual preferences of the Contract Faculty unit member.

14B.2 *Use Of Anonymous Materials*

No anonymous letters or material shall, in any form, be used in the evaluation process except that student evaluations of unit members done on negotiated student evaluation forms shall be anonymous in order to protect the identity of the student.

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14B.3 Forms

Only those forms that have been negotiated shall be used in the evaluation process.

See appendices:

[Evaluation: Counselor Evaluation Form Student Survey](#)

[Evaluation: Counselor Performance Observation Form](#)

[Evaluation: Institutional Researcher: Client Survey Form](#)

[Evaluation: Librarian Performance Observation Form](#)

[Evaluation: Library Orientation: Student Survey Form](#)

[Evaluation: Observation of Instruction Form Online Class](#)

[Evaluation: Observation of Instruction Form: Math X](#)

[Evaluation: Observation of Instruction Form: Face to Face Class](#)

[Evaluation: Student Response to Instruction Form Face to Face Class](#)

[Evaluation: Student Response to Instruction Form Online Class](#)

14B.4 Written Responses

The Contract Faculty unit member has the right to respond in writing to the evaluation(s). Written responses shall become part of the unit member's Personnel File. (See [Article 16-1 to 16-3.](#))

14B.5 Retention Data

Retention data may be used to alert the Level 1 evaluators that the Contract Faculty unit member needs to develop strategies to retain students. Retention data shall not be the basis for tenure denial.

14B.6 Non Retaliation

There shall be no retaliation against a Contract Faculty unit member who voices an opinion or files a signed written opinion.

14B.7 Reassigned Time

Contract and Temporary Leave Replacement Faculty hired as Instructional Faculty, Counseling Faculty, or Library Faculty shall not be granted reassign time for the first two probationary contracts. If however, a Contract or Temporary Leave Replacement Faculty person is hired with demonstrable work experience outside of his/her primary assignment, management shall have the option to offer the unit member up to but not exceeding four (4) CAH of reassign time. (See [Article 10C.3e](#))

14C. Faculty Standards For All Contract (Untenured) Faculty

14C.1 Forward

Faculty at Chabot College and Las Positas College have been selected with considerable care and with particular attention to their ability to give freely of their knowledge and talents to students. Each faculty member is asked to assume the personal and professional obligations which inhere in a career as college Instructional, Counseling, Library or Faculty on Special Assignments. The faculty are expected to meet the Faculty Standards by demonstrating excellence

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in working with students; in collegial participation; in professional and personal enrichment; and in professional responsibilities.

14C.2 Excellence In Working With Students

- a. Knowing their subject fields in depth, keeping up to date and being alert to new materials in the literature;
- b. Challenging students and setting high expectations with full knowledge of the diversity of human qualities and learning styles;
- c. Demonstrating sensitivity in working with students, including those of diverse racial and ethnic backgrounds, sexual orientations, and abilities;
- d. Creating opportunities for students to assume responsibility for their own learning.

14C.3 Collegial Participation

Collegial participation is defined as a unit member contributing to a collaborative, respectful working environment with all staff. Some areas in which collegial participation can be demonstrated include, but are not limited to, the following:

- a. Developing curriculum;
- b. Recommending organizational policies;
- c. Assessing program needs and effectiveness;
- d. Participating in appropriate collegial governance, committees, and campus life;
- e. Collaborating in curriculum development and in the accreditation process.

14C.4 Professional And Personal Enrichment

- a. Participating regularly in self-initiated professional development activities such as classes, workshops, conferences, seminars or professional meetings; and/or
- b. Publishing, making conference presentations, presenting artistic exhibits, giving performances, researching, becoming involved in community matters relevant to the academic area.

14C.5 Professional Responsibilities

Unit members are expected also to fulfill the specific requirements listed below:

- a. Attend and participate in faculty meetings, division meetings, subdivision and/or task force meetings;
- b. Participate in orientation, commencement (see [Article 8C.3](#)), and on-campus staff development activities;
- c. Participate in program and subject area improvement tasks, such as revising and developing curricula, program review, articulation, and mentoring students and Part-time Faculty unit members;

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- d. Meet deadlines and submittal of Discipline Plans (see [Articles 26E.4-26E.7](#)), schedules, grades and Census Reports (see [Article 1C.1.cc](#)); and
- e. Where appropriate, participate in advisory committees and maintain contacts with other educational institutions, organizations, businesses or industry.

Discretionary professional activities include holding memberships in the Faculty Senates, College/District standing committees, joint College/District/Faculty Association Committees, College/District ad hoc committees, regional, state, national or international professional organizations, and/or student clubs or activity advising. The unit member may also participate in outreach activities to other educational segments and the community.

First Academic Year Contract Faculty unit members are exempt from these discretionary professional activities.

14C.6 Additional Specific Standards For Instructional Faculty

- a. Delivering coherent lectures;
- b. Creating assignments that serve instructional goals;
- c. Creating exams and/or other evaluative assignments that test for mastery of course content;
- d. Creating course materials that serve instructional goals;
- e. Organizing course content so that it encompasses authorized course outlines;
- f. Identifying basic and essential concepts and developing pertinent materials and strategies that will assist students in understanding the core subject matter consistent with the official course outline;
- g. Preparing carefully and organizing a course of instruction which adheres to the objectives and suggested materials listed in the course outline, and which encourages student use of campus resource centers and laboratories. If unit members within a team teaching class (see [Article 10D.2.e](#) for definition) have adopted a required text, that text must be used unless the unit member(s) in the affected class agree to an exception;
- h. Teaching with imagination, vigor, and clarity, attempting to provide a framework of learning which consciously places topics in a well-knit relationship one to the other;
- i. Applying new technologies in the delivery of instruction where appropriate; and
- j. Working collaboratively with the Enrollment Management process as described in [Article 26: Enrollment Management](#).

14C.7 Additional Specific Standards For Counseling Faculty

- a. Working in and supporting a collaborative Counseling Division team environment;

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- b. Demonstrating a wide variety of counseling skills (listening, interviewing, trusting, encouraging, flexible, resourceful, fair) and counseling techniques while providing academic, career, and personal counseling services;
- c. Demonstrating a high degree of accuracy when providing information concerning college/university transfer, degree requirements, college/district procedures and course curriculum;
- d. Applying new technologies in the delivery of counseling services;
- e. Developing and implementing new/revised projects, programs, and activities in accordance with the Counseling Divisions' Adopted Goals and Objectives;
- f. Developing liaisons between the Counseling Division and Instructional Divisions, serving on committees, and achieving familiarity with College and District Goals and Policies;
- g. When applicable to a particular coordination assignment, demonstrating leadership and advocacy in collaboration with other staff in a particular unit;
- h. When applicable to a particular coordination assignment, demonstrating planning and vision in delivering counseling and student support services; and
- i. Working collaboratively with the Enrollment Management process as described in [Article 26: Enrollment Management](#).

14C.8 Additional Specific Standards For Library Faculty

- a. Working in and supporting a collaborative team environment;
- b. Developing and implementing new/revised projects, programs and plans in accordance with the Adopted Goals and Objectives of the Learning Resources Program;
- c. Promoting student and staff access to use of the library through comprehensive reference service and bibliographic instruction;
- d. Contributing to building, organizing, and maintaining library collections, including implementing electronic access to information;
- e. Teaching students in class orientations, individually, and through Library Skills courses;
- f. Developing liaisons between the Library and Instructional Faculty, serving on committees and achieving familiarity with College and District goals and policies;
- g. Applying new technologies in the delivery of library services; and
- h. Working collaboratively with the Enrollment Management process as described in [Article 26: Enrollment Management](#).

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14C.9 Additional Specific Standards For Faculty On Special Assignments/Coordinator Assignment(s) As Part Or All Of Their Primary Duty

In consultation with the unit member and the supervisor, the Level One Tenure Review Committee will develop standards appropriate to each unit member on Special Assignments/Coordinator Assignment(s) as his/her primary assignment. The standards shall be clearly related to the Special Assignments/Coordinator Assignment(s) and comparable in their level of specificity to the standards described above for the other categories of faculty. The standards shall be approved in writing by the appropriate Vice President, within three (3) weeks of the first day of service. Where appropriate, working collaboratively in the enrollment management process as defined in [Article 26](#): Enrollment Management is an expectation.

14D Frequency And Timeline

The following procedures apply to faculty evaluation during the first four (4) Academic Years of Contract Faculty employment. The first contract is for one (1) Academic Year, the second contract is for one (1) Academic Year, and the last contract (third and fourth Academic Years) is for two (2) Academic Years. This frequency and timeline conform to AB 1725 guidelines.

14D.1 Spring Semester Hires—Faculty Members First Hired On Contract In The Spring Semester

Faculty first hired in the Spring Semester begin the review process that Spring Semester and continue through the next Academic Year on a first Academic Year Contract (Education Code 87605). At least one (1) class or activity observation and student evaluation process shall occur in the first Spring Semester.

14E Committees And Procedures

Evaluation for tenure involves a three (3) level committee structure:

14E.1 Level One Tenure Review Committee

a. Membership and Selection of Members

The Level One Tenure Review Committee shall be composed of three (3) members (with an optional fourth member). Additionally, an observer shall be assigned by the Faculty Association. If an observer is not assigned by the Faculty Association by October 1 for Fall Semester hires or March 1 for mid-year hires, the untenured review process will continue as per the established deadlines without a Faculty Association observer except that the Faculty Association Grievance Officer may become the Faculty Association observer at any time if requested by the Contract Faculty unit member. The Faculty Association observer shall function exclusively to monitor the Level One Tenure Review Committee on contractual due process issues. The Faculty Association observer shall be privy to the Level One file, may attend all or some of the Level One meetings at his or her discretion and

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shall not be responsible for the substantive issues involving recommendation for contract renewal, dismissal or tenure (if appropriate).

- b. The Division Dean/Supervisor.
- c. A tenured (Regular) Faculty unit member selected from the Contract Faculty unit member's Primary (or related) Discipline, appointed by mutual consent of faculty from the Contract Faculty unit member's Primary Discipline (or division); or, in the event that consensus cannot be reached, appointed by the Division Dean/Supervisor. (See [Article 1.C.1.h](#) for definition of Primary Discipline.)
- d. A tenured Faculty unit member from a discipline different from that of the Contract Faculty unit member, appointed by the Faculty Senate from a pool of unit members that reflects both ethnic and gender diversity.
- e. The Contract Faculty unit member may challenge the Level One Tenure Review Committee composition by requesting a change of one (1) member of the Committee (the Dean is not subject to exclusion by this process). The Contract Faculty unit member must request a change in his/her Level One Tenure Review Committee before the end of the first two (2) semesters of his/her Contract Faculty employment. The right to request a Level One Tenure Review Committee change shall lapse after that time. The replacement member to the Level One Tenure Review Committee will be appointed by the same body that chose the original Committee member. Additionally, either the Contract Faculty unit member or that unit member's Division may request the selection of a Level One Tenure Review Committee member from the District's other college. In order to select the optional fourth member of the Level One Tenure Review Committee, the Committee and the Contract Faculty unit member must reach mutual consent. With the exception of the right of the Contract Faculty unit member's one (1) Level One Tenure Review Committee member challenge defined above, the Committee shall remain the same for the entire four (4) Academic Years of Contractual employment unless a Committee member (either faculty or administrator) must be replaced due to a temporary leave, a break in District service or a change in assignment.
- f. One (1) of the two (2) unit members on the Level One Tenure Review Committee may serve as a mentor to the Contract Faculty unit member unless circumstances preclude this.

14E.2 Training

All members of Tenure Review Committees and Contract Faculty unit members shall receive training in the tenure evaluation process.

The training shall be conducted by the Faculty Association at each college.

The training will include process issues relevant to the tenure process including but not limited to:

- a. Following the stated timelines in this Article;
- b. Following up on all stated areas where the candidate needs improvement or has unsatisfactory performance;

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- c. Formatting and implementing the Tenure Review Committees according to the guidelines in this Article;
- d. Providing timely feedback to the Contract Faculty unit member when the candidate needs to improve or is unsatisfactory so as to give the candidate an opportunity to remediate;
- e. Providing guidelines for the use of the negotiated evaluation forms.

14E.3 Faculty Hired On A Full-Time, Temporary Leave Replacement Basis

All faculty who are hired on a Full-time, Temporary Leave Replacement basis shall be evaluated in accordance with this Article's first and second Academic Year reviews. Examples of faculty hired in this manner include, but are not limited to, faculty hired as Sabbatical Leave replacements and faculty hired with non-permanent funds.

If the unit member with a Full-time Temporary Leave Replacement assignment is hired for the immediately subsequent Academic Year in a Tenure Track position, the Level One Tenure Review Committee shall apply only one (1) Academic Year of the immediately prior Temporary Leave Replacement Faculty service to the evaluation process of the Contract Faculty unit member's placement. Only one (1) Academic Year of the immediately prior Temporary Leave Replacement Faculty service shall count toward the Tenure Review Process. It is understood that this provision shall apply regardless of whether the tenure track position is in the same or related discipline as the Temporary Leave Replacement Faculty assignment.

14F. Methods For Instructional Faculty

14F.1 Professional Review

In the first Academic Year, the Contract Faculty unit member must submit a brief narrative description (one to two pages) of his/her faculty assignment by October 1 for Fall Semester hires and March 1 for mid-year hires. In the second, third, and fourth Academic Years the Contract Instructional Faculty unit members must submit a written Professional Review (three to eight pages) to the supervisor by October 1. The Professional Review shall cover the Contract Instructional Faculty unit member's previous Academic Year of employment. The Professional Review shall include information and ideas relevant, but not limited to, the standards for faculty evaluation (as expressed above in the Articles titled "Faculty Standards"). (See [Articles 14C.1-5](#) and [14C.6](#).) Faculty members first hired on a Contract Instructional Faculty basis in Spring Semester are also subject to the Professional Review process.

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14F.2 *Class Visits*

In order to assess the professional effectiveness of the Contract Instructional Faculty unit member, the Level One Tenure Review Committee shall make a minimum of three (3) classroom visits according to [Article 14D.1](#) [typically one (1) visit by each Committee member].

a. **Timing of the Visits**

Under the first Academic Year contract, these visits shall be spaced so that no more than one (1) visit occurs in any week during the Fall Semester. Under the second Academic Year contract, visits may occur any time from the Spring Semester of the first Academic Year (after the March 15 renewal date) through the Fall Semester of the second Academic Year. At least one (1) of the three (3) visits should take place in the Spring Semester. Under the third, two Academic Year contract, visits may occur any time from the Spring Semester of the second Academic Year (after the March 15 renewal date) through the Fall Semester of the fourth Academic Year.

b. **Procedures for the Visits**

A standard negotiated college Class Visit Report Form shall be used. Visits may be unannounced, but shall occur with the consent of the Contract Instructional Faculty unit member. The Contract Instructional Faculty unit member may request that a particular visit not occur. If there is difficulty in coordinating a classroom visit, the Contract Instructional Faculty unit member and the Level One Tenure Review Committee member may schedule a specific visiting time. The evaluator shall meet privately with the Contract Instructional Faculty unit member to discuss the written report. ([Appendices: Evaluation: Observation of Instruction Form Online Class](#), [Evaluation: Observation of Instruction Form: Math X](#), [Evaluation: Observation of Instruction Form: Face to Face Class.](#)) Both people shall sign this negotiated Class Visit Report form. Additional visits may occur at the request of either the Level One Tenure Review Committee or the Contract Instructional Faculty unit member. For Contract Instructional Faculty unit members who teach primarily laboratory courses, this evaluation shall include visits in the laboratory setting.

When a Contract Instructional Faculty unit member has an offsite assignment as part of his/her Load, the respective program faculty will implement procedures on negotiated forms to obtain information from the staff at the site regarding the Contract Instructional Faculty unit member's performance. This information will serve as only one (1) part of input into the Contract Instructional Faculty unit member's evaluation, and this information will be shared first with the Contract Instructional Faculty unit member and then with the members of the Level One Tenure Review Committee.

c. **Additional Class Visits**

When additional relevant information (as defined by [Article 14F.4](#)) comes to the attention of the Dean/Supervisor, the Contract Instructional Faculty unit member shall be subject to unannounced observations and evaluations by the Division Dean/Supervisor into classrooms or work areas.

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d. **Summary of Student Surveys**

Students shall be surveyed in no fewer than two (2) classes every semester for the first and second Academic Year contracts. Surveys for the third, two Academic Year contract shall occur during no fewer than two (2) classes in the Fall Semester for both Contract Academic Years. The Level One Tenure Review Committee shall be responsible for the distribution and collection of the surveys. The survey form used will be a standard negotiated form. The Level One Tenure Review Committee shall compile, analyze, and write a summary of the student surveys, including an item-by-item tally of the responses. The forms will be retained by the Level One Tenure Review Committee until after the end of each semester, and will then be returned to the Contract Instructional Faculty unit member by the Level Two Tenure Review Committee. In the case of programs in which students stay with an Instructional Faculty member for more than one (1) semester, and in order to protect student anonymity, the forms may be retained by the Level One Tenure Review Committee for two (2) to four (4) semesters. ([See Appendices: Evaluation: Student Response to Instruction Form Face to Face Class, Evaluation: Student Response to Instruction Form Online Class.](#))

e. **Classroom Materials**

Contract Instructional Faculty unit members shall provide the Level One Tenure Review Committee with a sampling of relevant instruction materials from classes, such as syllabi, sample tests, information sheets, and grading standards. This shall be done on a timeline as set forth at the initial meeting of the Contract Instructional Faculty unit member with the Level One Tenure Review Committee.

f. **Report of In-Class Visit**

The Contract Instructional Faculty unit member shall receive a written, signed report of the in-class visit within fifteen (15) working days of the occurrence of the visit. Where the in-class visit is conducted by a Level One Tenure Review Committee member, failure to provide this report in a timely fashion shall not be deemed to be a violation of the evaluation process.

14F.3 Dean/Supervisor Review

The Dean/Supervisor will write a review of the Contract Instructional Faculty unit member's performance, based upon information such as Class Visit Reports, the Contract Instructional Faculty unit member's narrative description of the assignment (first Academic Year) or Professional Review (second, third, and fourth Academic Years), the Contract Instructional Faculty unit member's fulfillment of collegial responsibilities, and other relevant information. The Dean/Supervisor will meet with the Contract Instructional Faculty unit member to deliver and discuss the Dean/Supervisor Review, to inform the Contract Instructional Faculty unit member of the opportunity to attach a response, and to secure the Contract Instructional Faculty unit member's signature acknowledging receipt of the Dean/Supervisor Review. The signed Dean/Supervisor Review and any Contract Instructional Faculty unit member's response are then forwarded to the Level One Tenure Review Committee by December 1.

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14F.4 Other Relevant Information

The Level One Tenure Review Committee shall review any other relevant information that pertains to the Faculty Standards. (See [Articles 14C.1-5 and 14C.6.](#)) Other relevant information pertinent to the evaluation process may include documents from the Personnel File (see [Article 16-1](#)). The Level One Tenure Review Committee shall not consider information about the private life, religious, political and/or organizational affiliations, or sexual preferences of the Contract Instructional Faculty unit member. No anonymous letters or material shall, in any form, be used in the evaluation process except that student evaluations of the Contract Instructional Faculty unit member done on negotiated student evaluation forms shall be anonymous in order to protect the identity of the student. Any substantiated information which the Dean/Supervisor has and which is relevant to the Faculty Standards shall be shared with the Level One Tenure Review Committee and the Level Two Tenure Review Committee, and the new information shall require the Level One Tenure Review Committee to reconvene and meet with the Contract Instructional Faculty unit member, who shall be given an opportunity to respond in writing within a timeline agreed upon between the Faculty Association President and the Chancellor or their designee(s). The response from the Level One Tenure Review Committee and from the Contract Instructional Faculty unit member shall be submitted to the Level Two Tenure Review Committee per the timeline agreed to by the Chancellor and the President of the Faculty Association. The Level One Tenure Review Committee may revise its initial Level One Report and Recommendation.

14F.5 Meetings For Each Academic Year

a. Initial Meeting

The initial meeting of the Level One Tenure Review Committee and Contract Instructional Faculty unit member should occur in early October. The Division Dean/Supervisor shall be responsible for organizing this initial meeting. At this time, the Committee will apprise the Contract Instructional Faculty unit member of the tenure review procedures, including Faculty Standards in [Articles 14C.1-5 and 14C.6](#), the Professional Review, student surveys, class visits, classroom materials, Dean/Supervisor review, other relevant information, meetings, and the Level One Tenure Review Committee Report.

b. Interim Meetings

Interim meetings are held as needed to apprise the Contract Instructional Faculty unit member of progress and findings. Should the Level One Tenure Review Committee detect possible performance deficiencies, the Level One Tenure Review Committee shall meet with the instructor within seven (7) working days of determining that a pattern or practice constitutes a deficiency and provide written details of the deficiency(ies) and written remedy(ies), which include a timeline for remediation. Should remedies be suggested, further interim meetings shall be scheduled to monitor progress, determine whether performance deficiencies have been remedied, and document progress. The Contract Instructional Faculty unit member shall

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respond in writing to each deficiency within five (5) working days after each meeting.

c. **Additional Meetings**

Additional meetings may occur during the tenure review process at the request of either the Contract Instructional Faculty unit member or the Level One Tenure Review Committee members.

d. **Final Meeting**

After collection of all data, the Level One Tenure Review Committee shall meet with and report its recommendations to the Contract Instructional Faculty unit member. This meeting should take place before the end of the Fall Semester. The Contract Instructional Faculty unit member shall be asked to sign two (2) copies of the Level One Tenure Review Committee Report verifying receipt of it and understanding of the right to attach a response. One (1) copy shall remain with the Contract Instructional Faculty unit member, and the other shall be forwarded as described below. This Level One Report shall be a fair and accurate summary of the information to the Level One Tenure Review Committee.

14F.6 Level One Tenure Review Committee Report

The Level One Tenure Review Committee shall forward its recommendations to the appropriate College Vice President of Academic Services or College Vice President of Student Services for contract renewal, dismissal, or tenure (if appropriate). This recommendation may include a minority view. This Report should be a fair and accurate summary of the judgment made by each individual Level One Tenure Review Committee member. Included with the recommendation shall be the Level One Tenure Review Committee's specific rationale for its recommendation, including reference to each of the methods listed in this policy. The Contract Instructional Faculty unit member may attach a response to the completed report that goes to the administration. The Level One Tenure Review Committee's Level One Report should be delivered, through the Contract Instructional Faculty unit member's Dean/Supervisor, to the appropriate College Vice President of Academic Services or College Vice President of Student Services by December 16.

14G. Methods For Counseling Faculty

14G.1 Professional Review

In the first Academic Year, the Contract Counseling Faculty unit member must submit a brief narrative description (one to three pages) of his/her faculty assignment. It will include the Contract Counseling Faculty unit member's goals and objectives and an initial plan on how the counseling standards will be addressed during the evaluation period and will be submitted to the Level One Tenure Review Committee with copies to his/her Dean/Supervisor. In the second, third, and fourth Academic Years Contract Counseling Faculty unit members must submit a written Professional Review to the Level One Tenure Review Committee and the Dean/Supervisor by October 1 and March 1 for mid-year hires. The Professional Review (three to eight pages) shall cover the Contract Counseling Faculty unit member's previous Academic Year of

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employment. The Professional Review shall include information and ideas relevant, but not limited to, the standards for faculty evaluation (as expressed above in the Faculty Standards). (See [Articles 14C.1-5 and 14C.7](#)). Contract Counseling Faculty unit members first hired on Contract in Spring Semester are also subject to the Professional Review Process.

14G.2 Counseling Sessions

In order to assess the professional effectiveness of the Contract Counseling Faculty unit member, the Level One Tenure Review Committee members shall insure that three (3) separate observation visits of counseling sessions occur during each contract Academic Year.

a. Timing of the Visits

Under the first Academic Year contract, these visits shall be spaced so that no more than one (1) visit occurs in any week during the Fall Semester. Under the second Academic Year contract, these visits may occur any time from the Spring Semester of the first Academic Year through the Fall Semester of the second Academic Year. At least one (1) of the three (3) visits should take place in the Spring Semester. Under the third, two (2) Academic Year contract, these visits may occur any time from the Spring Semester of the second Academic Year (after the March 15 renewal date) through the Fall Semester of the fourth Academic Year.

b. Procedures for the Visits

A negotiated Observation/Visit Form shall be used for counseling sessions. (See [Appendix: Evaluation: Counselor Performance Observation Form](#)). Visits shall be unannounced, but shall occur with the consent of the Contract Counseling Faculty unit member and the student present. The Contract Counseling Faculty unit member may request that a particular visit not occur. If there is difficulty in coordinating a visit, the Contract Counseling Faculty unit member and the Level One Tenure Review Committee member may schedule a specific visiting time. The evaluator shall meet privately with the Contract Counseling Faculty unit member to discuss the written report. Additional visits shall occur at the request of either the Level One Tenure Review Committee or the Contract Counseling Faculty unit member. When a Contract Counseling Faculty unit member has an offsite assignment as part of his/her Load, the respective program faculty will implement procedures on negotiated forms to obtain information from the staff at the site regarding the Contract Counseling Faculty unit member's performance. This information will serve as only one (1) part of input into the Contract Counseling Faculty unit member's evaluation, and this information will be shared first with the Contract Counseling Faculty unit member and then with the members of the Level One Tenure Review Committee.

c. Additional Counseling Session Visits

When additional relevant information (as defined by [Article 14G.5](#)) comes to the attention of the Dean/Supervisor, the Contract Counseling Faculty unit member shall be subject to unannounced observations and evaluations by the Division Dean/Supervisor into classrooms or service areas.

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d. **Classroom**

If the Contract Counseling Faculty unit member has an Instructional Faculty Load assignment for Load credit, the methods for evaluating Instructional Faculty will be used for that portion of the Contract Counseling Faculty workload.

e. **Summary of Student Surveys**

Students seeking counseling services shall be surveyed each semester for the first and second Academic Year Contract Counseling Faculty unit member. Surveys for the third, two (2) Academic Year contract shall occur once during the Fall Semester for both contract Academic Years. The Level One Tenure Review Committee shall be responsible for coordinating the distribution and collection of the surveys with the appropriate Dean of Student Services at both colleges responsible for Contract Counseling Faculty unit members. The form used will be a standard negotiated survey form. The Level One Tenure Review Committee shall compile, analyze and write a summary of the student surveys, including an item-by-item tally of the responses. The forms will be retained by the Level One Tenure Review Committee until after the end of each semester and will be returned to the Contract Counseling Faculty unit member.

(See Appendix: [Evaluation: Counselor Evaluation Form: Student Survey.](#))

f. **Report of the Visit**

The Contract Counseling Faculty unit member shall receive a report of the visit within fifteen (15) working days of the date of the visit. Where the visit is conducted by a Level One Tenure Review Committee member, failure to provide this report in a timely fashion shall not be deemed to be a violation of the evaluation process.

14G.3 Coordination Assignments Of Contract Counseling Faculty

Contract Counseling Faculty unit members on Special Assignments are assigned coordination responsibilities which may range from the coordination of a particular collegewide, counseling related function (i.e., transfer, student follow up, orientation) to the coordination of a comprehensive program providing the full range of counseling and student support services to a target group of students. The Level One Tenure Review Committee shall review information relevant to the coordination assignment(s) that may include assessment instruments that survey service delivery effectiveness; evaluate planning and leadership in relation to established unit goals and objectives; observe interpersonal and communication skills in the team setting via observations of staff meetings; and review additional applications relevant to unit organization.

14G.4 Dean/Supervisor Review

The Dean/Supervisor will write a review of the Contract Counseling Faculty unit member's performance, based upon information such as Counseling Faculty Session Reports, the Contract Counseling Faculty unit member's narrative description of the assignment (first Academic Year) or Professional Review (second, third and fourth Academic Years), the Contract Counseling Faculty unit member's fulfillment of collegial responsibilities, and other relevant

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information. The Dean/Supervisor will meet with the Contract Counseling Faculty unit member to deliver and discuss the Dean/Supervisor Review, to inform the Contract Counseling Faculty unit member of the opportunity to attach a response, and to secure the Contract Counseling Faculty unit member's signature acknowledging receipt of the Dean/Supervisor Review. The signed Dean/Supervisor Review and any Contract Counseling Faculty unit member's response are then forwarded to the Level One Tenure Review Committee by December 1.

14G.5 Other Relevant Information

The Level One Tenure Review Committee shall review any other relevant information that pertains to the Faculty Standards (See [Articles 14C.1-5](#) and [14C.7](#)) and coordination assignment(s). Other relevant information pertinent to the evaluation process may include documents from the Personnel File (see [Article 16-1](#)). The Level One Tenure Review Committee shall not consider information about the private life, religious, political and/or organizational affiliations, or sexual preferences of the Contract Counseling Faculty unit member. No anonymous letters or material shall, in any form, be used in the evaluation process except that student evaluations of the Contract Counseling Faculty unit member shall be done on negotiated student evaluation forms and shall be anonymous in order to protect the identity of the student. Any substantiated information which the Dean/Supervisor has and which is relevant to the Faculty Standards shall be shared with the Level One Tenure Review Committee and Level Two Tenure Review Committee, and the new information shall require the Level One Tenure Review Committee to reconvene and meet with the Contract Counseling Faculty unit member, who shall be given an opportunity to respond in writing within a timeline agreed upon between the Faculty Association President and the Chancellor or their designee(s). The response from the Level One Tenure Review Committee and from the Contract Counseling Faculty unit member shall be submitted to the Level Two Tenure Review Committee as per the timeline agreed to by the Chancellor and the President of the Faculty Association. The Level One Tenure Review Committee may revise its initial Level One Tenure Review Report and Recommendation.

14G.6 Meetings For Each Academic Year

a. Initial Meeting

The initial meeting of the Level One Tenure Review Committee and the Contract Counseling Faculty unit member should occur in early October. The Division Dean/Supervisor shall be responsible for organizing this initial meeting. At this time, the Level One Tenure Review Committee will apprise the Contract Counseling Faculty unit member of the tenure review procedures, including Faculty Standards in [Articles 14C.1-5](#) and [14C.7](#), the Professional Review, counseling sessions, classroom surveys coordination assignment(s), the Dean/Supervisor review, other relevant information and meetings, and the Level One Committee Tenure Review Report.

b. Interim Meetings

Interim meetings are held as needed to apprise the Contract Counseling Faculty unit member of progress and findings. Should the Level One Tenure

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Review Committee detect possible performance deficiencies, the Committee shall meet with the Contract Counseling Faculty unit member within seven (7) working days of determining that a pattern or practice constitutes a deficiency and provide written details of the deficiency(ies) and written remedy(ies), which include a timeline for remediation. Should remedies be suggested, further interim meetings shall be scheduled to monitor progress, determine whether performance deficiencies have been remedied, and document progress. The Contract Counseling Faculty unit member shall respond in writing to each deficiency within five (5) working days after each meeting.

c. **Additional Meetings**

Additional meetings may occur during the tenure review process at the request of either the Contract Counseling Faculty unit member or the Level One Tenure Review Committee members.

d. **Final Meeting**

After collection of all data, the Level One Tenure Review Committee shall meet with and report its recommendations to the Contract Counseling Faculty unit member. This meeting should take place before the end of the Fall Semester. The Contract Counseling Faculty unit member shall be asked to sign two (2) copies of the Level One Tenure Review Report verifying receipt of it and understanding of the right to attach a response. One (1) copy shall remain with the Contract Counseling Faculty unit member, and the other shall be forwarded as described below. This Level One Tenure Review Committee Report shall be a fair and accurate summary of the information provided to the Level One Tenure Review Committee.

14G.7 Level One Tenure Review Committee Report

The Level One Tenure Review Committee shall forward its recommendations to the appropriate College Vice President of Academic Services or College Vice President of Student Services for contract renewal, dismissal, or tenure (if appropriate). This recommendation may include a minority view. This Level One Tenure Review Report should be a fair and accurate summary of the judgment made by each individual Level One Tenure Review Committee member. Included with the recommendation shall be the Level One Tenure Review Committee's specific rationale for its recommendation, including reference to each of the methods listed above. The Contract Counseling Faculty unit member may attach a response to the completed report that goes to the administration. The Level One Tenure Review Committee's final report should be delivered, through the Contract Counseling Faculty unit member's Dean/Supervisor, to the appropriate College Vice President of Academic Services or College Vice President of Student Services by December 16.

14H. Methods For Library Faculty

14H.1 Professional Review

In the first Academic Year, the Contract Library Faculty unit member must submit a brief narrative description (one to three pages) of his/her faculty

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assignment. In the second, third, and fourth Academic Years, the Contract Library Faculty unit member must submit a written Professional Review (three to eight pages) to the supervisor by October 1 and March 1 for mid-year hires. The Professional Review shall cover the Contract Library Faculty unit member's previous Academic Year of employment. The Professional Review shall include information and ideas relevant, but not limited to, the standards for faculty evaluation (as expressed above in the Articles titled "Faculty Standards"). (See [Articles 14C.1-5](#) and [14C.8.](#)) Contract Library Faculty unit members first hired on contract in Spring Semester are also subject to the Professional Review process.

14H.2 Observations

In order to assess the professional effectiveness of the Contract Library Faculty unit member, the Level One Tenure Review Committee shall make a total of three (3) observations of reference work during each contract, [typically one (1) observation by each Level One Tenure Review Committee member].

a. Timing of the Observations

Under the first Academic Year contract, visits shall be spaced so that no more than one (1) visit occurs in any week during the Fall Semester. Under the second Academic Year contract, visits may occur any time from the Spring Semester of the first Academic Year (after the March 15 renewal date) through the Fall Semester of the second Academic Year. At least one (1) of the three (3) visits should take place in the Spring Semester. Under the third, two (2) Academic Year contract, visits may occur any time from the Spring Semester of the second Academic Year (after the March 15 renewal date) through the Fall Semester of the fourth Academic Year.

b. Procedures for the Observations

A negotiated college Class Visit Report Form shall be used and adapted as appropriate. (See [Appendix: Evaluation: Librarian Performance Observation Form.](#)) Observations shall be unannounced, but shall occur with the consent of the Contract Library Faculty unit member. The Contract Library Faculty unit member may request that a particular observation not occur. If there is difficulty in coordinating an observation, the Contract Library Faculty unit member and the Level One Tenure Review Committee member may schedule a specific visiting time. The evaluator shall meet privately with the Contract Library Faculty unit member to discuss the written report. Both people shall sign the negotiated Librarian Performance Observation Report form. The evaluator shall meet privately with the contract Library Faculty unit member to discuss the written report. Additional observations shall occur at the request of either the Level One Tenure Review Committee or the Contract Library Faculty unit member.

When a Contract Library Faculty unit member has an offsite assignment as part of his/her Load, the respective program faculty will implement procedures on negotiated forms to obtain information from the staff at the site regarding the Contract Library Faculty unit member's performance. This information will serve as only one (1) part of input into the Contract Library Faculty unit member's evaluation, and this information will be

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shared first with the Contract Library Faculty unit member and then with the members of the Level One Tenure Review Committee.

c. **Additional Observation Visits**

When additional relevant information (as defined by [Article 14H.4](#)) comes to the attention of the Dean/Supervisor, the Contract Library Faculty unit member shall be subject to unannounced observations and evaluations by the Division Dean/Supervisor in classrooms or work areas.

d. **Summary of Student Surveys**

A survey will be conducted each semester for the first and second Academic Year Contract Library Faculty unit member. Surveys for the third, two (2) Academic Year contract shall occur during the Fall Semester of each Academic Year. Using a standard negotiated form, the survey will include both of the following: (a) a minimum of one (1) class of students participating in a library orientation, and (b) a minimum of thirty (30) students enrolled in library skills or requesting other library services. The Level One Tenure Review Committee shall compile, analyze, and write a summary of the student surveys, including an item-by-item tally of the responses. The forms will be retained by the Level One Tenure Review Committee until after the end of each semester and will then be returned to the Contract Library Faculty unit member. The student surveys will be developed collegially by the Library Faculty from both colleges. (See [Appendix: Evaluation: Library Orientation: Student Survey Form](#)).

e. **Report of the Visit**

The Contract Library Faculty unit member shall receive a report of the observation within fifteen (15) working days after the observation is completed. Where the visit is conducted by a Level One Tenure Review Committee member, failure to provide this Tenure Review Report in a timely fashion shall not be deemed to be a violation of the evaluation process.

14H.3 Dean/Supervisor Review

The Dean/Supervisor will write a review of the Contract Library Faculty unit member's performance, based upon information such as observation reports, the Contract Library Faculty unit member's narrative description of the assignment (first Academic Year) or Professional Review (second, third, and fourth Academic Years), the Contract Library Faculty unit member's fulfillment of collegial responsibilities, and other relevant information. The Dean/Supervisor will meet with the Contract Library Faculty unit member to deliver and discuss the Dean/Supervisor Review, to inform the Contract Library Faculty unit member of the opportunity to attach a response, and to secure the Contract Library Faculty unit member's signature acknowledging receipt of the Dean/Supervisor Review. The signed Dean/Supervisor Review and any Contract Library Faculty unit member's response are then forwarded to the Level One Tenure Review Committee by December 1.

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14H.4 Other Relevant Information

The Level One Tenure Review Committee shall review any other relevant information that pertains to the Faculty Standards as described above in [Articles 14C.1-5](#) and [14C8](#). Other relevant information pertinent to the evaluation process may include documents from the Personnel File (see [Article 16-1](#)). The Level One Tenure Review Committee shall not consider information about the private life, religious, political and/or organizational affiliations, or sexual preferences of the Contract Library Faculty unit member. No anonymous letters or material shall, in any form, be used in the evaluation process except that student evaluations of the Contract Library Faculty unit member shall be done on negotiated student evaluation forms and shall be anonymous in order to protect the identity of the student. Any substantiated information which the Dean/Supervisor has and which is relevant to the Faculty Standards shall be shared with the Level One Tenure Review Committee and Level Two Tenure Review Committee, and the new information shall require the Level One Tenure Review Committee to reconvene and meet with the Contract Library Faculty unit member, who shall be given an opportunity to respond in writing within a timeline agreed upon between the Faculty Association President and the Chancellor or their designee(s). The response from the Level One Tenure Review Committee and from the Contract Library Faculty unit member shall be submitted to the Level Two Tenure Review Committee as per the timeline agreed to by the Chancellor and the President of the Faculty Association. The Level One Tenure Review Committee may revise its initial Level One Tenure Review Report and Recommendation.

14H.5 Meetings For Each Academic Year

a. Initial Meeting

The initial meeting of the Level One Tenure Review Committee and Contract Library Faculty unit member should occur in early October. The appropriate Dean shall be responsible for organizing this initial meeting. At this time, the Level One Tenure Review Committee will apprise the Contract Library Faculty unit member of the tenure review procedures, including Faculty Standards in [Articles 14C.1-5](#) and [14C.8](#), the Professional Review, observations, surveys, the Dean/Supervisor review, other relevant information, meetings, and the Level One Tenure Review Committee Report.

b. Interim Meetings

Interim meetings are held as needed to apprise the Contract Library Faculty unit member of progress and findings. Should the Level One Tenure Review Committee detect possible performance deficiencies, the Committee shall meet with the Contract Library Faculty unit member within seven (7) working days of determining that a pattern or practice constitutes a deficiency and provide written details of the deficiency(ies) and written remedy(ies), which include a timeline for remediation. Should remedies be suggested, further interim meetings shall be scheduled to monitor progress, determine whether performance deficiencies have been remedied, and document progress. The Contract Library Faculty unit member shall

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respond in writing to each deficiency within five (5) working days after each meeting.

c. **Additional Meetings**

Additional meetings may occur during the tenure review process at the request of either the Contract Library Faculty unit member or the Level One Tenure Review Committee members.

d. **Final meeting**

After collection of all data, the Level One Tenure Review Committee shall meet with and report its recommendations to the Contract Library Faculty unit member. This meeting should take place before the end of the Fall Semester. The Contract Library Faculty unit member shall be asked to sign two (2) copies of the Level One Tenure Review Committee Report verifying receipt of it and understanding of the right to attach a response. One (1) copy shall remain with the Contract Library Faculty unit member, and the other shall be forwarded as described below. This Level One Tenure Review Committee Report shall be a fair and accurate summary of the information provided to the Level One Tenure Review Committee.

14H.6 Level One Tenure Review Committee Report

The Level One Tenure Review Committee shall forward its recommendations to the appropriate College Vice President of Academic Services or College Vice President of Student Services for contract renewal, dismissal, or tenure (if appropriate). This recommendation may include a minority view. This Level One Tenure Review Committee Report should be a fair and accurate summary of the judgment made by each individual Level One Tenure Review Committee member. Included with the recommendation shall be the Committee's specific rationale for its recommendation, including reference to each of the methods listed above. The Contract Library Faculty unit member may attach any comments to the completed report that goes to the administration. The Level One Tenure Review Committee's final report should be delivered, through the Contract Library Faculty unit member's Dean/Supervisor, to the appropriate College Vice President of Academic Services or College Vice President of Student Services by December 16.

14I. Methods For Faculty On Special Assignments/Coordinators

(See Appendix: [Evaluation: Institutional Researcher: Client Survey Form.](#))

14I.1 Professional Review

In the first Academic Year, the Contract Faculty unit member on Special Assignments must submit a brief narrative description (one to three pages) of his/her faculty assignment. In the second, third, and fourth Academic Years the Contract Faculty unit member on Special Assignments must submit a written Professional Review to the Level One Tenure Review Committee and the Dean/Supervisor by October 1 and March 1 for mid-year hires. The Professional Review (three to eight pages) shall cover the Contract Faculty unit member on Special Assignments previous Academic Year of employment. The Professional Review shall include information and ideas relevant, but not limited to, the

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standards for faculty evaluation (as expressed above in Faculty Standards in Articles 14C.1-5 and 14C.9). Contract Faculty unit members on Special Assignments first hired on Contract in Spring Semester are also subject to the Professional Review process.

14I.2 Site Visits

In order to assess the professional effectiveness of the Contract Faculty unit member on Special Assignments, the Level One Tenure Review Committee members shall make three (3) site visits during each contract. (A site may be a workshop presented by the Contract Faculty unit member on Special Assignments, a meeting conducted, or other appropriate activities.)

a. Timing of the Visits

Under the first Academic Year contract, these visits shall be spaced so that no more than one (1) visit occurs in any week during the Fall Semester. Under the second Academic Year contract, these visits may occur any time from the Spring Semester of the first Academic Year contract through the Fall Semester of the second Academic Year contract. Under the third, two (2) Academic Year contract, these visits may occur any time from the Spring Semester of the second Academic Year contract (after the March 15th renewal date) through the Fall Semester of the second Academic Year of the third contract.

b. Procedures for the Visits

A negotiated Workshop Visit Report Form shall be used. Visits shall be unannounced, but shall occur with the consent of the Contract Faculty unit member on Special Assignments. The Contract Faculty unit member on Special Assignments may request that a particular visit not occur. If there is difficulty in coordinating a visit, the Contract Faculty unit member on Special Assignments and the Level One Tenure Review Committee member may schedule a specific visiting time. Additional visits shall occur at the request of either the Level One Tenure Review Committee or the Contract Faculty unit member on Special Assignments. The evaluator shall meet privately with the Contract Faculty on Special Assignments to discuss the written report.

When a Contract Faculty on Special Assignments has an offsite assignment as part of his/her Load, the respective program faculty will implement procedures on negotiated forms to obtain information from the staff at the site regarding the Contract Faculty on Special Assignments' performance. This information will serve as only one (1) part of input into the Contract Faculty on Special Assignments' evaluation, and this information will be shared first with the Contract Faculty on Special Assignments and then with the members of the Level One Tenure Review Committee.

c. Additional Site Visits

When additional relevant information (as defined by Article 14I.4) comes to the attention of the Dean/Supervisor, the Contract Faculty unit member on Special Assignments shall be subject to unannounced observations and evaluations by the Division Dean/Supervisor in faculty work areas.

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d. **Surveys of Appropriate Clients**

The Level One Tenure Review Committee, in consultation with the Contract Faculty unit member on Special Assignments and the supervisor, will identify the appropriate clients to be surveyed. Depending upon the nature of the specific assignment, these may include students, faculty, Classified Professional staff, and/or administrators. The Level One Tenure Review Committee shall be responsible for the distribution and collection of the surveys conducted on the negotiated form. The Level One Tenure Review Committee shall compile, analyze, and write a summary of the surveys, including an item-by-item tally of the responses. The forms will be retained by the Level One Tenure Review Committee until after the end of each semester, and will then be returned to the Contract Faculty unit member on Special Assignments. (See Appendix: [Evaluation: Institutional Researcher: Client Survey Form](#).)

e. **Sample Work Products**

Contract Faculty unit members on Special Assignments shall provide the Level One Tenure Review Committee with a sampling of relevant work products such as newsletters, flyers, reports, planning documents, and instructional materials developed. This shall be done on a timeline as set forth at the initial meeting of the Contract Faculty unit member on Special Assignments with the Level One Tenure Review Committee.

f. **Report of the Site Visit**

Contract Faculty unit members on Special Assignments shall receive a report of the Site Visit within fifteen (15) working days after the Site Visit occurred. Where the visit is conducted by a Level One Tenure Review Committee member, failure to provide this report in a timely manner shall not be deemed to be a violation of the evaluation process.

14I.3 Dean/Supervisor Review

The Dean/Supervisor will write a review of the Contract Faculty unit member on Special Assignments performance, based upon information such as visit reports, the Contract Faculty unit member on Special Assignment's narrative description of the assignment (first Academic Year) or Professional Review (second, third and fourth Academic Years), the Contract Faculty unit member on Special Assignment's fulfillment of collegial responsibilities, and other relevant information. The Dean/Supervisor will meet with the Contract Faculty unit member on Special Assignments to deliver and discuss the Dean/Supervisor Review, to inform the Contract Faculty unit member on Special Assignments of the opportunity to attach a response, and to secure the Contract Faculty unit member on Special Assignment's signature acknowledging receipt of the Dean/Supervisor Review. The signed Dean/Supervisor Review and any Contract Faculty unit member on Special Assignments response are then forwarded to the Level One Tenure Review Committee by December 1.

14I.4 Other Relevant Information

The Level One Tenure Review Committee shall review any other relevant information that pertains to the Faculty Standards as described above

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([Articles 14C.1-5](#) and [14C.9](#)). Other relevant information pertinent to the evaluation process may include documents from the Personnel File (see [Article 16-1](#)). The Level One Tenure Review Committee shall not consider information about the private life, religious, political and/or organizational affiliations, or sexual preferences of the Contract Faculty unit member on Special Assignments. No anonymous letters or material shall, in any form, be used in the evaluation process except that student evaluations of the Contract Faculty unit member on Special Assignments shall be done on negotiated student evaluation forms and shall be anonymous in order to protect the identity of the student. Any substantiated information which the Dean/Supervisor has and which is relevant to the Faculty Standards shall be shared with the Level One Tenure Review Committee and Level Two Tenure Review Committee, and the new information shall require the Level One Committee to reconvene and meet with the Contract Faculty unit member on Special Assignments, who shall be given an opportunity to respond in writing within a timeline agreed upon between the Faculty Association President and the Chancellor or their designee(s). The response from the Level One Tenure Review Committee and from the Contract Faculty unit member on Special Assignments shall be submitted to the Level Two Tenure Review Committee. The Level One Tenure Review Committee may revise its initial Level One Tenure Review Committee Report and Recommendation.

14I.5 Meetings For Each Academic Year

a. Initial Meeting

The initial meeting of the Level One Tenure Review Committee and Contract Faculty unit member on Special Assignments should occur in early October. The Division Dean/Supervisor shall be responsible for organizing this initial meeting. At this time, the Level One Tenure Review Committee will apprise the Contract Faculty unit member on Special Assignments of the tenure review procedures, including Faculty Standards in [Articles 14C1-5](#) and [14C.9](#), the Professional Review, site visits, surveys, sample work products, the Dean/Supervisor review, other relevant information, meetings, and the Level One Tenure Review Committee Report.

b. Interim Meetings

Interim meetings are held as needed to apprise the Contract Faculty unit member on Special Assignments of progress and findings. Should the Level One Tenure Review Committee detect possible performance deficiencies, the Committee shall meet with the Contract Faculty unit member on Special Assignments within seven (7) working days of determining that a pattern or practice constitutes a deficiency and provide written details of the deficiency(ies) and written remedy(ies), which include a timeline for remediation. Should remedies be suggested, further interim meetings shall be scheduled to monitor progress, determine whether performance deficiencies have been remedied, and document progress. The Contract Faculty unit member on Special Assignments shall respond in writing to each deficiency within five (5) working days after each meeting.

c. Additional Meetings

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Additional meetings may occur during the tenure review process at the request of either the Contract Faculty unit member on Special Assignments or the Level One Tenure Review Committee members.

d. **Final Meeting**

After collection of all data, the Level One Tenure Review Committee shall meet with and report its recommendations to the Contract Faculty unit member on Special Assignments. This meeting should take place before the end of the Fall Semester. The Contract Faculty unit member on Special Assignments shall be asked to sign two (2) copies of the Level One Tenure Review Committee Report verifying receipt of it and understanding of the right to attach a response. One (1) copy shall remain with the Contract Faculty unit member on Special Assignments, and the other shall be forwarded as described below. This Level One Tenure Review Committee Report and Recommendations shall be a fair and accurate summary of the information to the Level One Tenure Review Committee.

14I.6 Level One Tenure Review Committee Report

The Level One Tenure Review Committee shall forward its recommendations to the appropriate College Vice President of Academic Services or College Vice President of Student Services for contract renewal, dismissal, or tenure (if appropriate). This recommendation may include a minority view. This Level One Tenure Review Committee Report should be a fair and accurate summary of the judgment made by each individual Level One Tenure Review Committee member. Included with the recommendation shall be the Level One Tenure Review Committee's specific rationale for its recommendation, including reference to each of the methods listed above. The Contract Faculty unit member on Special Assignments may attach any comments to the completed report that goes to the administration. The Level One Tenure Review Committee's final report should be delivered to the appropriate College Vice President of Academic Services or College Vice President of Student Services by December 16.

14J. Level Two Tenure Review Committee

14J.1 Membership And Selection Of Members

The Level Two Tenure Review Committee shall be composed of two (2) members:

- a. Appropriate College Vice President of Academic Services or College Vice President of Student Services or designee(s);
- b. Lead instructor, program coordinator, or related division representative who is not a member of the Level One Tenure Review Committee, appointed by mutual agreement of the faculty in the Contract Faculty unit member's Division or in the event consensus cannot be reached, appointed by the Dean/Supervisor;
- c. The appropriate College Vice President of Academic Services or College Vice President of Student Services shall be responsible for assembling the

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Level Two Tenure Review Committee members. The Dean/Supervisor may be a member of both the Level One Tenure Review and the Level Two Tenure Review Committees. Level One Tenure Review Committee members will be available for consultation with the Level Two Tenure Review Committee as needed.

14J.2 Training

Members of the Level Two Tenure Review Committee shall receive training in the tenure evaluation process and in following affirmative action guidelines.

14J.3 Methods

- a. The Level Two Tenure Review Committee reviews the recommendations of the Level One Tenure Review Committee. All materials from the Level One Tenure Review Committee shall be made available to the Level Two Tenure Review Committee. The Level Two Tenure Review Committee shall request a consultation with the Level One Tenure Review Committee in cases of clarification, procedural concerns, new substantiated information that has surfaced since the Level One Tenure Review Committee Report was written, and potential differences in the recommendation. If the Level One Tenure Review Committee votes against retention, the Contract Faculty unit member will be invited to meet with the Level Two Tenure Review Committee before it makes its decision. The Level Two Tenure Review Committee may request a meeting with the Contract Faculty unit member any time. The Contract Faculty unit member shall be notified in writing of any meeting with the Level Two Tenure Review Committee.
- b. Based upon the outcome of the work done by the Level One Tenure Review Committee, meeting(s) with the Contract Faculty unit member, and any other relevant information as defined by [Articles 14F.4](#), [14G.5](#), [14H.4](#), and [14I.4](#), the Level Two Tenure Review Committee will forward a recommendation for contract renewal, for dismissal, or for tenure (if appropriate) to the College President. The Level Two Tenure Review Committee's Report should be submitted to the College President by the end of the second week of instruction of Spring Semester.
- c. If the Level One Tenure Review Committee and the Level Two Tenure Review Committee disagree on their recommendations, then the Presidential Tenure Review Committee shall be formed.

14K. Presidential Tenure Review Committee

14K.1 Membership

The Presidential Tenure Review Committee shall be composed of three (3) or four (4) members:

- a. The College President;
- b. A faculty member of the Level One Tenure Review Committee who is from the discipline; and
- c. One or both members of the Level Two Tenure Review Committee.

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Members must support the majority recommendation made by their respective Committee.

14K.2 Methods

- a. All tenure review materials from the Level One Tenure Review Committee and the Level Two Tenure Review Committee shall be made available to the Presidential Tenure Review Committee.
- b. The Presidential Tenure Review Committee, after reviewing the recommendations of the respective committees, shall submit a recommendation to the District Chancellor for contract renewal, dismissal, or tenure (if appropriate). The recommendations of the Presidential Tenure Review Committee should be submitted to the District Chancellor's office by February 15, along with the review documents. The Chancellor will forward the documents to the Office of Human Resources.

14L. Outcome

14L.1 Procedures

The preceding tenure review procedure shall occur over the course of the four (4) Academic Year tenure consideration period.

14L.2 Recommendations For Academic Year One And Academic Year Two

Committee recommendations during the first Academic Year contract and the second Academic Year contract shall include only recommendations for renewal,² or dismissal.

14L.3 Recommendations For Academic Year Four

Committee recommendations in the second Academic Year of the third, two (2) Academic Year contract shall include only recommendations for tenure or dismissal.

14L.4 Notification

The District Chancellor, through the action of the Board of Trustees, must notify the Contract Faculty unit member of the decision for contract renewal, dismissal, or tenure by March 15, according to the provisions set forth in the Education Code.

14M. Grievance

In the event the Contract Faculty unit member believes that the tenure review procedure was followed incorrectly, the Contract Faculty unit member may file a grievance in accordance with the guidelines set forth in this Agreement and the Education Code Section 87610.1. Nothing in this Article shall be construed to permit either the Faculty Association or a unit member to file a grievance to challenge the substance of any

²Current Education Code (87608, 87608.5, 87609) permits the granting of tenure after the first or second Academic Years. However, the District and the Faculty Association have agreed, after consultation with the faculty, not to utilize the early tenure option. Should guidelines and procedures for granting early tenure be developed, early tenure could be an additional option.

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evaluation. Any grievance challenging the procedure utilized for an evaluation shall only first be filed after the completion of the annual evaluation process at issue.

The District and the Faculty Association recognize that Education Code Section 87610.1 permits either a Contract Faculty unit member who is denied Regular (tenured) status or the Faculty Association to challenge the decision.



Timeline for the Untenured Faculty Evaluation Process—2013-14

Deadlines	Steps in the process for contract faculty (includes instructional faculty, counselors, librarians, and faculty on special assignment).
August 16.....	Dates for training announced. Supervisors (Deans and other appropriate managers) and Division Senator(s) compile a division list by discipline, of members willing to participate in the division evaluation committees and the college-wide pool, and submit the list to the Faculty Senate President.
August 22.....	Faculty Senate compiles its pool of faculty members and provides it to the Deans.
September 12	Division establishes tentative Level-One evaluation committees. Ethnic and gender diversity should be sought for each one. Faculty are notified of tentative membership on Level-One evaluation committees and are notified of opportunity to challenge one member.
September 18	Evaluee notifies supervisor of any challenge to a Level-One committee member. Professional review submitted to Dean/Supervisor by all tenure candidates; first-year candidates submit brief narrative; others submit complete professional review.
September 20	Possible challenges to Level-One committee composition are resolved. Committee membership finalized. Deans/Supervisors notify evaluees in writing of committee composition.
September 24	Evaluees and Level-One evaluation committees are trained on the tenure evaluation process and affirmative action guidelines.
October 1*.....	Tenure candidates submit narrative description (first year) or professional review (second, third, and fourth years) to Dean/Supervisor. Faculty Association assigns observer to Level-One committees (but Faculty Association Grievance Officer can be observer at any time if requested by Contract Faculty member)..
October 7.....	Dean/Supervisor or representative convenes the first meeting of the evaluation committee. Level-One evaluation committee reviews the untenured faculty evaluation procedures with the evaluee, including student/staff/client surveys, class/site visits, the professional review, required classroom materials/sample work products, and other relevant information as appropriate to assignment.
September, October, and November	Evaluee submits sample classroom and/or other materials to the Level-One evaluation committee, ideally before the first evaluation committee visit.

Level-One committee members administer student and/or client surveys by the committee for each class and/or assignment during the semester.

Level-One committee members make three (or more) formal observations (typically at least one each for three members). Follow-up meetings as needed are held to apprise the evaluatee of progress and findings.

- November..... Level-One committee meets to compile its report.
- Level-One committee meets with evaluatee to report its recommendation.
- December 2* Dean/Supervisor writes review of evaluatee, meets with evaluatee, and submits review (and response, if any) to Level-One committee.
- December 16* Level-One committee chair delivers the final report, through the evaluatee's Dean/Supervisor, to the Vice President of Academic Services or Vice-President of Student Services. The evaluatee may attach any response to this report.
- December 17 Appropriate Vice President convenes the Level-Two committee, which reviews the recommendations of the Level-One committee.
- January 31* Appropriate Vice-President submits the Level-Two committee's recommendation to the College President.
(end of 2nd week of instruction)
- February 17* The President submits the final recommendation to the District Chancellor.
- March 17* The District Chancellor, through the Board of Trustees, notifies the contract faculty member of the decision for contract renewal, dismissal; or tenure.

*Deadlines set in contract (dates falling on weekends and holidays have been adjusted to the next workday); other dates are guidelines.

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ARTICLE 15

REGULAR (TENURED) FACULTY EVALUATION

15A. Purpose

The purpose of faculty evaluation is to provide students the best quality education possible, in the context of the objectives of each Instructional, Counseling, Library and Special Assignments Service Area, pertaining to each college and the District. This is achieved through the professional growth and development of all unit members involved in the evaluation. The evaluation process is designed to assist unit members in examining their objectives, techniques, and accomplishments, and to provide a means to recognize outstanding performance, a means to identify areas in which changes might prove beneficial to students' learning, and a two-way channel of communication about program needs. Since the evaluation process facilitates communication among peers, it serves to promote the professional development of evaluation team members and Regular (Tenured) unit member evaluatees. This policy conforms to the provisions of AB 1725 and Sections 87663 and 87664 of the Education Code.

15B. Guiding Principles

15B.1 Non-Discrimination

The evaluators shall not consider information about the private life, religious, political and/or organizational affiliations, or sexual preferences of the Regular (Tenured) unit member evaluatee.

15B.2 Use Of Anonymous Materials

No anonymous letters or material shall, in any form, be used in the evaluation process except that student evaluations of Regular (Tenured) unit members done on negotiated student evaluation forms shall be anonymous in order to protect the identity of the student.

15B.3 Forms

Only those forms that have been negotiated shall be used in the evaluation process.

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See appendices:

[Evaluation: Counselor Evaluation Form Student Survey](#)

[Evaluation: Counselor Performance Observation Form](#)

[Evaluation: Institutional Researcher: Client Survey Form](#)

[Evaluation: Librarian Performance Observation Form](#)

[Evaluation: Library Orientation: Student Survey Form](#)

[Evaluation: Observation of Instruction Form Online Class](#)

[Evaluation: Observation of Instruction Form: Math X](#)

[Evaluation: Observation of Instruction Form: Face to Face Class](#)

[Evaluation: Student Response to Instruction Form Face to Face Class](#)

[Evaluation: Student Response to Instruction Form Online Class](#)

15B.4 Written Responses

The Regular (Tenured) unit member evaluatee has the right to respond in writing to the evaluation(s). Written responses shall become part of the Regular (Tenured) unit member's Personnel File (see [Article 16-1](#)).

15B.5 Non-Retaliation

There shall be no retaliation against a Regular (Tenured) unit member who voices an opinion or files a signed written opinion.

15B.6 Retention Data

Retention data may be used to alert the evaluators that the unit member needs to develop strategies to retain students. Retention data shall not be the basis for an unsatisfactory evaluation.

15C. Faculty Standards For All Regular (Tenured) Faculty

15C.1 Forward

Faculty at Chabot College and Las Positas College have been selected with considerable care and with particular attention to their ability to give freely of their knowledge and talents to students. Each unit member is asked to assume the personal and professional obligations which inhere in a career as college Instructional, Counseling, Library, or Special Assignments Faculty. The unit members are expected to meet the Faculty Standards by demonstrating excellence: in working with students; in collegial participation; in professional and personal enrichment; and in professional responsibilities.

15C.2 Excellence In Working With Students

- a. Knowing their subject fields in depth, to keep up to date and to be alert to new materials in the literature;
- b. Challenging students and setting high expectations with full knowledge of the diversity of human qualities and learning styles;
- c. Demonstrating sensitivity in working with students, including those of diverse racial and ethnic backgrounds, sexual orientations, and abilities; and

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- d. Creating opportunities for students to assume responsibility for their own learning.

15C.3 Collegial Participation

Collegial participation is defined as a unit member contributing to a collaborative, respectful working environment with all staff. Some areas in which collegial participation can be demonstrated include, but are not limited to, the following:

- a. Developing curriculum;
- b. Recommending organizational policies;
- c. Assessing program needs and effectiveness;
- d. Participating in appropriate collegial governance, committees, and campus life;
- e. In team taught courses or any course taught by a group of faculty, cooperating with the majority of the faculty team with respect to instructional delivery, student evaluation, and the use of support materials, including texts and documents; and
- f. Collaborating in curriculum development and the accreditation process.

15C.4 Professional And Personal Enrichment

- a. Participating regularly in self-initiated professional development activities such as classes, workshops, conferences, seminars or professional meetings; and/or
- b. Publishing, making conference presentations, presenting artistic exhibits, giving performances, researching, and becoming involved in community matters relevant to the academic area.

15C.5 Professional Responsibilities

Unit members are expected also to fulfill the specific requirements listed below:

- a. Attend and participate in college-wide meetings, division meetings, College/District standing committees, subdivision and/or task force meetings;
- b. Participate in orientation, commencement (see [Article 8C.3](#)), and on-campus staff development activities;
- c. Participate in program and subject area improvement tasks, such as revising and developing curricula, program review, articulation, and mentoring students and Part-time Faculty members;
- d. Meet deadlines and submittal of Discipline Plans (see [Article 26E.4-E.7](#) for Discipline Plan definition), schedules, grades and Census Reports (see [Article 1C.1.cc](#) for Census definition); and
- e. Where appropriate, participate in advisory committees and maintain contacts with other educational institutions, organizations, businesses or industry.

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Discretionary professional activities include but are not limited to holding memberships in the Faculty Senates, joint College/District/ Faculty Association Committees, College/District ad hoc committees, regional, state, national or international professional organizations, and/or student clubs or activity advising. Unit members may also participate in outreach/marketing activities to other educational segments and the community.

15C.6 Additional Specific Standards For Instructional Faculty

- a. Delivering coherent lectures;
- b. Creating assignments that serve instructional goals;
- c. Creating exams and/or other evaluative assignments that test for mastery of course content;
- d. Creating course materials that serve instructional goals;
- e. Organizing course content so that it encompasses authorized course outlines;
- f. Identifying basic and essential concepts and developing pertinent materials and strategies that will assist students in understanding the core subject matter consistent with the official course outline;
- g. Preparing carefully and organizing a course of instruction which adheres to the objectives and suggested materials listed in the course outline, and which encourages student use of campus resource centers and laboratories. If faculty within a team teaching class (see [Article 10D.2.e](#) for definition), have adopted a required text, that text must be used unless the faculty in the affected class agree to an exception;
- h. Teaching with imagination, vigor, and clarity, attempting to provide a framework of learning which consciously places topics in a well knit relationship one to the other;
- i. Applying new technologies in the delivery of instruction where appropriate; and
- j. Working collaboratively in the Enrollment Management Process as described in [Article 26: Enrollment Management](#).

15C.7 Additional Specific Standards For Counseling Faculty

- a. Working in and supporting a collaborative Counseling Division team environment;
- b. Demonstrating a wide variety of counseling skills (listening, interviewing, trusting, encouraging, flexible, resourceful, fair) and counseling techniques while providing academic, career, and personal counseling services;
- c. Demonstrating a high degree of accuracy when providing information concerning college/university transfer, degree requirements, college/district procedures and course curriculum;
- d. Applying new technologies in the delivery of counseling services;

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- e. Developing and implementing new/revised projects, programs, and activities in accordance with the Counseling Divisions' Adopted Goals and Objectives;
- f. Developing liaisons between the Counseling Division and Instructional Divisions, serving on committees, and achieving familiarity with College and District goals and policies;
- g. When applicable to a particular coordination assignment, demonstrating leadership and advocacy in collaboration with other staff in a particular unit;
- h. When applicable to a particular coordination assignment, demonstrating planning and vision in delivering counseling and student support services; and
- i. Working collaboratively in the Enrollment Management Process as described in [Article 26: Enrollment Management](#).

15C.8 Additional Specific Standards For Library Faculty

- a. Working in and supporting a collaborative team environment;
- b. Developing and implementing new/revised projects, programs and plans in accordance with the Adopted Goals and Objectives of the Learning Resources Program;
- c. Promoting student and staff access to use of the Library through comprehensive reference service and bibliographic instruction;
- d. Contributing to building, organizing, and maintaining Library collections, including implementing electronic access to information;
- e. Teaching students in class orientations, individually, and through Library Skills courses;
- f. Developing liaisons between the Library Faculty and Instructional Faculty, serving on committees and achieving familiarity with College and District Goals and Policies;
- g. Applying new technologies in the delivery of Library services; and
- h. Working collaboratively in the Enrollment Management Process as described in [Article 26: Enrollment Management](#).

15C.9 Additional Specific Standards For Faculty On Special Assignments/Coordinator Assignment(s)

In consultation with the Regular (Tenured) unit member evaluatee and the supervisor, the Peer Review Committee will develop Faculty Standards appropriate to each unit member on Special Assignments/Coordinator Assignment(s) as his/her Primary Duty. The Faculty Standards shall be clearly related to the Special Assignments/Coordinator Assignment(s) and comparable in their level of specificity to the Faculty Standards described above for the other categories of faculty. The Faculty Standards shall be approved in writing by the appropriate Vice President, within three weeks of the first day of service.

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Where appropriate, working collaboratively in the Enrollment Management Process as described in [Article 26: Enrollment Management](#) is an expectation.

15D. Frequency And Timeline

There are two (2) different types of evaluation: regular scheduled and nonscheduled. Each type must follow the Faculty Standards and timelines articulated in this Article.

All Regular (Tenured) unit members will undergo a regular scheduled evaluation once every three (3) Academic Years. The three year period is measured from when the process should have last begun (i.e., if an evaluation should have started Fall 2010, the next must be started and completed in Fall 2013).

This regular scheduled evaluation cannot be deferred except by a negotiated agreement between the District and the Faculty Association.

A nonscheduled evaluation will only occur under the conditions stated in [Article 15.D.2](#) below. The process for a nonscheduled evaluation is the same as for a regular scheduled evaluation except for the special expectations articulated in [Articles 15D.2](#) and [15D.3a](#) below.

15D.1 Regular Scheduled Evaluation

Evaluation for an individual unit member shall occur once every three (3) Academic Years. (See [Article 15D](#) above.)

15D.2 Non-Scheduled Evaluations

If the College Vice President of Academic Services or College Vice President of Student Services becomes aware of faculty performance issues which appear to indicate a need for improvement, the appropriate College Vice President shall consult with the unit members' most recent Peer Review Committee, and the Committee will consider and may recommend options for a follow-up nonscheduled evaluation. It is understood that this nonscheduled evaluation will take place out of sequence from the three (3) Academic Year evaluation cycle described in [Article 15D.1](#) above. A meeting with the unit member and the Peer Review Committee shall occur prior to any recommendation for a nonscheduled evaluation.

15D.3 Timelines For Regular Scheduled And Nonscheduled Evaluations

As stated above in [Article 15D.1](#), the entire evaluation shall take place within a single semester, with the documents to the appropriate Vice President by the end of the semester. The following timeline shall be observed during the semester in which the review takes place:

- a. For nonscheduled application only: Identification of, and notice to, a unit member evaluatee and his/her most recent Peer Review Committee within thirty (30) days of the date upon which the appropriate Vice President became aware of issues nominally indicating a need for improvement (applies to nonscheduled evaluation only);
- b. Submission by the Peer Review Committee of the Peer Review Report to the unit member evaluatee, in a private confidential meeting, by the end of the semester; and

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- c. A copy of the Peer Review Committee's Report and all supporting documents, with the unit member evaluatee's response, shall be routed to the Division Dean, appropriate College Vice President and the College President, and then forwarded to the unit member evaluatee's District Personnel File (see [Article 16-1](#)).

15E. Evaluation Components And Procedures

Training sessions to prepare faculty to perform evaluations shall be conducted on an annual Academic Year basis as part of Faculty Association activities. Each Division Dean shall be required, by the end of the third week of the Academic Year, to submit a schedule for conducting Regular (Tenured) Faculty evaluations to the appropriate Vice President.

The training shall be conducted by the Faculty Association at each college and shall consist of the following:

- a. Adherence to the stated timelines in this Article;
- b. Providing guidelines for the use of the negotiated evaluation forms.

The Regular (Tenured) evaluation process is Faculty driven and detailed below.

15E.1 Professional Review Report

The Professional Review Report is prepared by the Regular (Tenured) Faculty member being reviewed and submitted to the Peer Review Committee [three (3) to eight (8) pages]: an assessment of performance in relation to each of the Faculty Standards in [Article 15C](#):

- a. Excellence in Working with Students;
- b. Collegial Participation;
- c. Professional and Personal Enrichment;
- d. Professional Responsibilities;
- e. Additional Specific Standards, if applicable; and
- f. Discussion of achievements as well as problems or issues.

15E.2 Supporting Materials (Attached to the Professional Review Report)

All supporting materials, as defined in Sections a, b, and c below, shall pertain to the timeframe since the last scheduled evaluation.

- a. Course Syllabi used by the Instructional Faculty unit member in two (2) or more courses.

For Counseling Faculty and Library Faculty, any materials developed by the Counseling or Library Faculty, and distributed to students may be included.

For Faculty on Special Assignments, similar supplementary documentation will be expected.

- b. Negotiated student evaluation forms from at least two (2) different sections or Counseling, Library or Special Assignments Faculty observations. ([See Appendices: Evaluation: Counselor Evaluation Form: Student Survey, Evaluation: Library Orientation: Student Survey Form, Evaluation: Student](#)

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[Response to Instruction Form Face to Face Class, Evaluation: Student Response to Instruction Form Online Class.](#)

- c. Additional supporting materials may include work site visitations, completed final exams or class projects; retention data; standardized test results; samples of handouts; or other relevant materials.
- d. The supporting materials will be returned to the Regular (Tenured) unit member evaluatee upon completion of the report of the Peer Review Committee and review by the appropriate Vice President.

15F. Peer Review Committee Composition And Role

15F.1 Peer Review Committee Composition

a. Regular Evaluation

The Peer Review Committee shall consist of two (2) Regular (Tenured) Faculty members, one (1) of whom shall be from the unit member evaluatee's Division.

The unit members evaluatee's Division based Committee member shall be selected from within the unit member evaluatee's Division by a blind Division based lottery at the first Division meeting of the semester in which the evaluation is to occur. The unit member being evaluated shall have the opportunity to be present at the lottery. Once a unit member's name has been drawn for service on a Regular (Tenured) Faculty Evaluation Peer Review Committee, that unit member's name shall be set aside and removed from the lottery pool so as to insure that one unit member will not be drawn more than once unless there are not a sufficient number of unit members within the Division to serve on Regular (Tenured) Faculty Peer Review Committees.

Once the first Peer Review Committee member is determined, the second Committee member shall be selected by lottery from the unit member's discipline or related discipline. Alternatively, if requested by the unit member evaluatee and approved by the Division Dean, the second Peer Review Committee member may be selected by a second draw from the Division, or by lottery from a specified discipline or disciplines either within or without the Division.

The unit member evaluatee may challenge either Peer Review Committee appointment by requesting a replacement. Only one challenge is permitted. If the unit member evaluatee so challenges this aspect of the Committee composition, the challenged Committee member shall be replaced from the same group and in the same manner as the removed Committee member.

b. Nonscheduled Evaluation

A three (3) member Peer Review Committee shall be created. The first member shall be a Regular (Tenured) Faculty member selected from within the unit member evaluatee's Division by a blind Division based lottery in the same manner as described in [Article 15F.1.a](#) above. The second member shall be selected by the unit member who is being evaluated. This member must be another Regular (Tenured) Faculty member or administrator from

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another Division. The third member shall be a Regular (Tenured) Faculty member selected by mutual agreement of the Division Dean and the unit member who is being evaluated.

15F.2 Peer Review Committee Responsibilities

a. Class Visits or Appropriate Observations

Each Peer Review Committee member shall conduct a class or appropriate observation visit. The visit shall be announced in advance to the unit member evaluatee, and the unit member evaluatee shall have the right to request the visit be rescheduled. The visit shall be summarized by the Committee member evaluator on a negotiated Class Visit or appropriate Observation Form. The Peer Review Committee Report shall be a fair and accurate summary report of the facts reported on the Class Visit or appropriate Observation Form and shall be a fair and accurate summary of the judgment of the Peer Review Committee members. (See [Appendices: Evaluation: Counselor Performance Observation Form](#), [Evaluation: Institutional Researcher: Client Survey Form](#), [Evaluation: Librarian Performance Observation Form](#), [Evaluation: Observation of Instruction Form Online Class](#), [Evaluation: Observation of Instruction Form: Math X](#), [Evaluation: Observation of Instruction Form: Face to Face Class](#).) The Peer Review Report shall be provided to the unit member evaluatee within twenty (20) working days from the completion of the class visit or appropriate observation.

1. If there is a difference of opinion between the two (2) Peer Review Committee members as to performance after the completion of the class or observation visit under Article 15F.2.a above, then the two (2) Peer Review Committee members shall make another visit together which shall be announced in advance and shall complete a negotiated Class Visit or Observation Form together to report on this visit. The Peer Review Committee Report shall be a fair and accurate report of the facts reported on the Class Visit or Observation Form and shall be a fair and accurate summary of the judgment of the Peer Review Committee members. The Peer Review Committee Report shall be provided to the unit member evaluatee within twenty (20) working days from the completion of the class visit or appropriate observation.
2. If there are performance deficiencies remaining after the completion of the class or appropriate observation visit in Article 15F.2a.1 above, then an administrator may make another class visit or appropriate observation which shall be announced in advance and shall then complete a negotiated Class Visit or Observation Form to report on this visit. The Administrator's Report shall be a fair and accurate report of the facts reported on the Class Visit or Observation Form and shall be a fair and accurate summary of the judgment of the administrator. (See [Appendices: Evaluation: Counselor Performance Observation Form](#), [Evaluation: Institutional Researcher: Client Survey Form](#), [Evaluation: Librarian Performance Observation Form](#), [Evaluation: Observation of Instruction Form Online Class](#), [Evaluation: Observation of Instruction Form: Math X](#), [Evaluation: Observation of](#)

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Instruction Form: Face to Face Class.) The Class Visit or Observation Visit Report shall be provided to the unit member evaluatee within twenty (20) working days from the completion of the class visit or appropriate observation.

b. Summary of Student Surveys

Students shall be surveyed in no fewer than two (2) classes or observational site visits. The Peer Review Committee shall be responsible for the distribution and collection of the surveys. The survey form used shall be a standard negotiated form. (See Appendices: Evaluation: Counselor Evaluation Form: Student Survey, Evaluation: Library Orientation: Student Survey Form, Evaluation: Student Response to Instruction Form Face to Face Class, Evaluation: Student Response to Instruction Form Online Class.) The Peer Review Committee shall compile and analyze, and write a summary of the student surveys, including an item-by-item tally of the responses.

c. Examine and Discuss the Professional Review

The Professional Review Report (Article 15E.1) shall be submitted to the Peer Review Committee which shall meet with the unit member evaluatee to discuss the unit member evaluatee's Professional Review. The discussion will assist the unit member evaluatee in the following ways:

- (1) examining the objectives, techniques, and accomplishments in relation to the Faculty Standards in Article 15C;
- (2) recognizing outstanding performance;
- (3) identifying areas, if any, which are unsatisfactory and/or appear to be in need of improvement; and
- (4) facilitating communication about program needs.

d. Additional Supporting Materials

The Peer Review Committee may request additional supporting materials from among those listed above.

e. Peer Review Committee Summary

Based on the Class Visit or appropriate Observation Reports, Student Surveys, and a review of the Professional Review Report, there will be a Summary Report prepared by all evaluators within twenty (20) working days from the completion of the class visit or appropriate observation. This Summary Report shall be a fair and accurate summary of the information provided to the Peer Review Committee. This Summary Report shall also be a fair and accurate summary of the judgment made by each individual Peer Review Committee member. If appropriate, the Summary Report should indicate any unsatisfactory performance and/or any area which needs improvement. The unit member evaluatee may attach any comments to the Peer Review Summary Report that goes to the supervisor within ten (10) working days of the completion of the Peer Review Summary Report.

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15G. Dean/Supervisor Review And Responsibilities

All materials from the Peer Review Committee shall be forwarded to the Dean/Supervisor. The Dean/Supervisor shall do the following:

15G.1 Review Of Documents

Review the documents exclusive to the evaluation process herein. Outside documents shall not be included.

15G.2 Write A Dean/Supervisor's Review

Write a Dean/Supervisor's Review addressing the Faculty Standards as specified in [Article 15C](#).

15G.3 Assist The Regular (Tenured) Faculty Evaluatee

Assist the Regular (Tenured) Faculty evaluatee in examining his/her objectives, techniques, and accomplishments and recognize outstanding performance.

15G.4 Provide Resources

Assist in providing resources in areas in which unit member changes might prove beneficial to students' learning.

15G.5 Review Program Needs

The Dean/Supervisor Review shall be a fair and accurate summary of the information provided to the Dean/Supervisor. The Dean/Supervisor Review shall also be a fair and accurate summary of the judgment of the Dean/Supervisor.

The Dean/Supervisor's Review is given to the unit member evaluatee, who may attach a response. All documents are then forwarded to the appropriate College Vice President.

15H. Vice President's Review

The appropriate College Vice President will review the documents. (If the Dean/Supervisor is the Vice President, then [Articles 15G and 15H](#) are combined.) A meeting between the appropriate College Vice President, the unit member evaluatee, and appropriate parties may be requested by either party or by the Peer Review Committee. The appropriate College Vice President will forward the documents through the President to the Office of Human Resources.

15.I. Timeline And Limitations

It is expected that the evaluation process will be completed in one (1) semester. (See [Article 15D](#) above.) The Professional Review, Peer Review Committee Report, Dean's/Supervisor's Review Report, and other materials prepared as part of this process shall only be used for the purposes set out in this Article.

15J. Grievance

In the event the unit member evaluatee believes that the procedures herein have not been followed, the unit member evaluatee may file a grievance. Nothing in this Article shall be construed to permit either the Faculty Association or a unit member to file a grievance to challenge the substance of any evaluation. Any grievance challenging the procedure utilized for an evaluation shall only first be filed after the completion of the evaluation process at issue.

15K. Role Of The Faculty Association

The Faculty Association shall be allowed to monitor the process at any time at the request of the unit member evaluatee. This Faculty Association involvement shall be for the purpose of monitoring the due process aspects of the evaluation process.



Faculty Service Areas (FSAs)

Faculty Service Areas (FSAs) are established according to the Disciplines List, as adopted by the State Board of Governors of California Community Colleges, and are assigned on the basis of competency. All full-time faculty and educational administrators with retreat rights are eligible to apply for an FSA.

Faculty will be given the opportunity each year to apply for initial or additional FSAs. Applications will be distributed in the Spring Semester and are due in the Office of Academic Services or Office of Student Services by February 15. The OAS/OSS will verify academic credentials and claims for FSA eligibility and will issue a decision on applications by March 15. Approved FSA assignments will be filed in the applicant's Personnel File, and faculty denied FSA approval will be given the opportunity to appeal the decision. (For further information see Article 22 of the Agreement Between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association, July 1, 2006 through June 30, 2009)

Instructional Procedures

Absence of Instructors

If an instructor is unable to be present at the scheduled time for a class, he or she must so notify the Administrative Assistant in the division office prior to 4:30 pm (after 4:30, call 723-6637). If the Administrative Assistant is unavailable, notify the Office of Academic Services at 723-6630. To report a same-day absence from a 7:30 am or Saturday class, notify the Security Office at 723-6923. The instructor should give the reason for the absence and provide information regarding plans for the class session and the next assignment in order that the substitute instructor may perform his/her teaching with maximum effectiveness. Instructors absent for several days are asked to notify the division Dean each day in advance. After an instructor absence of one week, arrangements for substitutes will be made by the division Dean. A special absence form must be signed for each class session by the substitute instructor to facilitate correct payment. Instructors returning from an absence sign the same form and return it to the division office. Every absence from a scheduled class must be reported promptly on this Absence Form, regardless of the reason.

Dismissal of Classes

Classes can be dismissed only with the approval of a Vice President or designee. Each instructor should inform his/her class that in the event that he/she is not present within ten minutes after the class is scheduled to begin, a student representative should report the situation to the division Dean or, in the evening, to the Office of Academic Services or the Evening Administrator, and the class should remain in the room until officially dismissed. **There is no "automatic" dismissal practice in the District.** When a class leaves the room as occasionally occurs when viewing a film or combining with other classes for a special session, a notice should be placed on the chalkboard and a field trip notice filed with the division Dean.

Schedule of Times for Courses Offered in the Class Schedule

In developing the time periods for the Class Schedule, the following table should be used to determine the correct number of minutes for courses which meet the particular patterns indicated below.

Hour

The class hour unit is defined as 50 minutes exclusive of passing time, or in block scheduling of two class periods or more, each 50 minutes of such attendance shall be counted as a clock hour.

The sum of the class hours for a block schedule course shall be no greater than the sum of class hours for a similar course offered on a single-period basis.

Catalog Hours	Meetings	Break Time Required
1	1	No break
1½	1	No break
1½	2	No break
2	1	10 minute break
2½	2	15 minute break
3	1	20 minute break
	2	No break

4	1	30 minute break
	2	10 minute break
	3	No break
4½	1	30 minute break
	2	No break
5	2	10 minute break
	3	5 minute break
	2 x wk + 1 hr	10 minute break
6	2	20 minute break
	3	10 minute break

Substitute Instructors

With consideration for budgetary constraints, every effort will be made to secure a substitute to instruct the classes of an absent instructor in order not to disrupt the instruction of students. The Board of Trustees has authorized the employment of faculty members as substitute instructors. Substitute work is voluntary, and instructors will be asked to substitute only in their fields of specialization. In those instances in which the absent faculty member has exhausted his/her leave allowances and has not sought other arrangements, the cost of the substitute will be deducted from his/her salary.

Smoking and Eating

Eating in classrooms is prohibited. Smoking on campus is allowed only in parking lots.

Office Hours

Each faculty member should post his/her class schedule and office hours on his/her office door, using the form provided. Five office hours distributed throughout a week (including final examination week) are considered as minimum. During Summer sessions, instructors teaching at least three (3) CAH will be compensated at a rate of one

(1) office hour, each week.

Lecturers, Consultants, and Guest Speakers

Payment of lecturers, speakers, and consultants is subject to prior Board approval. Instructors will remain in the classroom when a guest speaker is present.

Class Visitors

A Chabot College student may visit a class with the instructor's prior permission. Students and instructors are reminded that auditing is prohibited (e.g., frequent attendance without official enrolling).

Any non-student who desires to visit a class must obtain a special guest pass from the Vice-President, Student Services.

Displaying Materials—Hanging Pictures

The majority of classrooms and laboratories are equipped with nylon-faced tack boards which are to be used for instructional displays. Thumb tacks should be used whenever possible for fastening such displays. In addition, nylon covered walls may be used for the display of such materials, using thumb tacks or masking tape. Staples, scotch tape, or other heavy adhesive materials should not be used on wall surfaces.

Displays may be affixed in offices and conference rooms by means of thumb tacks, picture frame hangers or clips attached to the aluminum wainscot located at the top border of the nylon wall surface. Clips for hanging displays from the aluminum wainscot will be provided upon request. Should the display or picture require special attachment, including picture frame hangers, please submit a request for this service to Maintenance and Operations.

Nails or other devices should not be driven into the gypsum board walls or concrete surfaced walls. If there is a problem with respect to displaying any material, please submit a requisition for service to Maintenance and Operations.

Professional Conferences

Within budget limitations, faculty members are encouraged to attend professional conferences directly related to their teaching assignments and designed to improve the instructional program of the college. In many cases,





Staff Development can help defray costs. In general, not more than two persons from the college should plan to attend any one conference. Conferences in northern California will be given first consideration. Occasionally, conferences outside the state will be considered for attendance by the faculty. Classes must be adequately covered with a substitute. Requests for attendance at educational conferences should be made on the appropriate form to the division Dean for transmittal to the Vice President, Academic Services, at least forty-five (45) calendar days in advance of the conference.

Special Services to Faculty

College and University Library Privileges

Faculty members may obtain faculty library cards for the University of California, Berkeley, and California State University, Hayward, by obtaining a letter from the Office of Academic Services.

Faculty Business Cards

Faculty identification cards are issued to all faculty members. Business cards are available upon request to the division Dean.

Faculty Lockers

Faculty lockers are available upon request to the Dean of Health, Physical Education and Athletics. The swimming pool and physical education facilities are available according to schedule.

Library and Audio-Visual

See Section E.

Production of Instructional Materials

The College provides a materials production service to instructors who need to have instructional handouts and examinations reproduced in quantity. The Reprographics and Printing Department is a service provided through the Media Center under the direct supervision of the Director of Media Services. (See Section E)

The Media Center also manages self-service copiers located within each division throughout the campus.

Materials Reproduced Elsewhere or by Instructor

Instructors may desire to type their own instructional handouts and have them reproduced in the division office or elsewhere. **All such materials must indicate the college, instructor's name, course and subject area, nature or title of material, date and initials of the originator and the typist.** Carelessly prepared or hard-to-read material should not be given to students. Midterm and final examinations should always be produced by the Reprographics and Printing Department to maintain proper security.

Procedures for Approving Student Teaching Assignments

From time to time, the college is asked by various four-year institutions to participate in providing student teaching stations for their students enrolled in teacher education. It is the purpose of the procedures which follow to provide assurance to the students at these colleges that they will receive a high quality of teaching and also to give assurance to the four-year institutions that their student teachers will have a useful practicum in teaching at this institution. It is further intended that the direct responsibility for assuring Chabot College students of high quality teaching rests in the hands of the faculty member who has been assigned in the official class schedule to the particular class. No individual is permitted to assume teaching responsibilities for enrolled students at this institution except the regular faculty member or a student teacher serving under the procedures listed below or a paraprofessional who is teaching under the direct supervision of a certificated regular faculty member in a course which has been classified legally as a part of a "coordinated system of instruction" under Section 11251 of the Education Code.

1. All requests for providing for the assignment and utilization of a student teacher at Chabot College must be directed to the appropriate college official well in advance and without private arrangements being made with individual faculty members.
 - a. The Vice President, Academic Services, is respon-

sible for receiving requests from all instructional areas outside of Counseling and the Library.

- b. The Dean of Language Arts is responsible for receiving all requests in regard to internships in the library.
- c. The Dean of Counseling is responsible for receiving all requests for counseling internships.

The Deans should inform the Vice President, Academic Services, of any internships which they are recommending. The Vice President, Academic Services, will maintain a complete file of all student teachers and interns each semester and will report this to the President.

2. The responsible manager will in advance approve the selection of the participating faculty member (“Supervising Teacher”). Normally, this selection is made in cooperation with the division Dean. As a rule, only tenured instructors who have had excellent evaluations should be involved.
 - a. The manager is also responsible for establishing guidelines regarding the responsibilities of the supervising teacher. These guidelines must make clear that the supervising instructor carries the basic responsibility for assuring that the students in the class have a satisfactory learning experience.
3. In regard to the approval of any particular student teacher applicant, the college will reserve the right to give the final approval
 - a. The proposed supervising teacher should be given an opportunity to review the papers and preferably meet any proposed student teacher, and following this should be given the opportunity to say “no,” or to accept the individual and the responsibility which accompanies the acceptance.
 - b. The college manager should confirm the academic background and other necessary qualities to give basic assurance that the acceptance of the particular student teacher will not result in an unsatisfactory learning experience for the enrolled students. Similarly, the supervising teacher should remain sufficiently close to the class as to be fully aware of the assignments,

the nature of the examinations, and the need of students to have conference opportunities. The class remains the responsibility of the supervising teacher.

4. The division Dean or the Dean of Counseling, in his/her area, is responsible for preparing the necessary materials, in cooperation with the Vice President, Administrative Services, for the contract between the District and the 4-year institution providing the student teacher, and also for seeing that this agreement is approved by the Board of Trustees.
 - a. The Dean of Language Arts is responsible for supplying the necessary information to the Vice President of Academic Services who carries the responsibility for the contract and Board approval in regard to any library interns.

The above guidelines are designed to protect the interests of the students in the District by preventing unqualified student teacher applicants from using our classrooms, and also for assuring a thoroughly useful learning experience to student teachers by assigning them only to our best faculty members. The determination of these important matters cannot be allowed to rest either on the simple requests of individual faculty members or on some kind of rotational system without regard to the merit of the supervising teacher, or on the simple convenience of the supervisor at the 4-year college who is attempting to place student teachers. The District has no responsibility to accept all student teaching applicants who apply. No more than one or two student teachers should participate in any one division during one semester. Similarly, a particular faculty member should not be assigned a student teacher more than once in an academic year unless there is a very unusual circumstance.

Each semester, when the roster of student teachers and interns and the names of the supervising teachers have been finally determined, the academic division Deans and the Dean of Counseling, should provide a report to their respective Vice Presidents, with the following information:

1. Name of student teacher and name of 4-year college of origin.
2. Course and section being student-taught and name of supervising teacher.



The academic division Deans and the Dean of Counseling are responsible to maintain for their respective student teachers or interns a file which contains for each the application (with the usual background information), a copy of the summary report which went to the Vice President of Academic Services or the Vice President of Student Services for that particular semester, and a statement of comments regarding anything which may have occurred during the period of student teaching. It is important that this information be maintained in the Office of Academic Services or the Counseling Office, rather than in the divisions. The division Dean provides a most important supervisory and implementing service in assuring that student teachers have an opportunity to participate in the broader life of the division and that the supervising teacher is maintaining adequate supervision of the class which has been primarily assigned to him/her.

Student teachers are not assigned to adjunct faculty. Regular day classes and full-time faculty provide assurance that the full resources of the institution can be made available. Exceptions to this or any other of the principles which have been enumerated above should receive approval well in advance of final arrangements with the Vice President of Student Services or the Vice President of Academic Services.

Policies and Procedures for the Selection, Approval, and Ordering of Text Materials

Definitions

Texts — The term is used to include all hardback and paperback books and other printed materials including lab manuals and work books used for a course of study.

Basic Texts — Basic texts are those texts required to be used in all sections of a specific course whenever it is offered—day and evening and required for all students enrolled in those sections.

Supplemental Texts — Supplemental texts are those which an individual instructor may wish to use with certain sections of a course to supplement the basic text. Supplemental texts may be required for all stu-

dents within a section, depending upon the desire of the instructor.

General Policies

1. Textbooks are selected by the appropriate faculty and approved by the division Dean.
 2. The same basic textbook shall be used in all sections of a course whenever it is offered—day or evening. An alternate basic textbook may be selected, in which case the division Dean will inform the Bookstore Manager of those course sections that will use the alternate text.
 3. Differences in the use of supplemental texts among instructors teaching the same course may occur as long as the basic text is used as the primary text for the course.
 4. Books and supplemental materials which are not required but which an instructor desires stocked in the Bookstore in quantities of six or less may be suggested directly to the Bookstore Manager by the instructor.
 5. Basic textbooks are adopted for at least two semesters.
 6. Instructors should carefully consider the mounting cost of textbooks in selection of text materials. Where unusual circumstances exist which would appear to warrant unusually higher costs, an explanation should accompany the text request.
 7. Basic texts specified for a course must be utilized. Students should not be required to purchase books which an instructor has no intention of using in a course.
- NOTE:** Where several supplemental texts are planned for in a course, but doubt exists as to whether time will permit their use, it is recommended that the instructor delay ordering the doubtful items until instruction is underway.
8. If it appears that delivery cannot be made before instruction begins, the Bookstore Manager shall bring the matter to the attention of the instructors affected.
 9. It is the instructor's responsibility to give the Book-

store sufficient lead time to provide texts. The Bookstore cannot insure that texts ordered late will arrive on time for the opening of classes.

10. Books which are scheduled for publication, but have not been published, will not be ordered due to the risk of delivery date.
11. Instructors should not assign books to students unless they have specifically requested the text for their own section.
12. The direct sale of textbooks or other instruction materials to students by faculty is prohibited.

- b. The division Dean will review the request cards (and possibly the texts), give approval and submit the “Supplementary Text Request” card to the Bookstore Manager for purchase. The Bookstore Manager and staff shall purchase no required texts or materials for a course without this approval.
- c. When texts are required for student use during the first week of class, the following deadlines must be observed:

Procedures for Ordering Texts

1. **Basic Texts** — Prior to April 1 of each year, the Dean of each division is responsible for submitting to the Bookstore a Report of Basic Textbooks recommended for each of the courses to be offered by the division during the coming academic year. This report will be made on the prescribed form, Report of Basic Textbooks, which can be obtained from the Office of Academic Services.
 - a. Prior to the submission of this report, each division Dean shall meet with the appropriate faculty for each course and review with them this policy and procedure and secure their agreement on the selection and recommendation of the basic text for the course for the coming academic year. This is usually the textbook listed on the course outline. Only approved adoptions should be included on the Report of Basic Textbooks.
 - b. Recommendations for new adoptions of basic textbooks should be submitted to the Curriculum Committee as revisions to the course outline.
2. **Supplemental Texts** — Supplemental textbooks may be ordered on the same forms for one or more semesters of instruction as follows:
 - a. Each instructor desiring to use supplemental texts must prepare a “Supplementary Text Request” card for each supplemental text required for students to purchase, and must submit this request card to the division Dean.

Text needed for	Text Request due in Division Office
Fall Semester	March 23
Spring Semester	October 15
Summer Session	March 15

3. **Cancellation of Texts** — Textbooks, once ordered, shall be used. In the event of unusual and justifying circumstances, the order for a textbook can be terminated only by the completion of a “Request for Cancellation of Text” form. Instructors should check with the Bookstore Manager to see if the order can be stopped. If so, the cancellation form should be prepared and submitted to the division Dean, who reviews and transmits the approved requests to the Bookstore Manager.

When the adoption of a basic text is to be terminated, the division Dean should submit the “Request for Cancellation of Text” with the annual Report of Basic Texts, which is due in the Bookstore on March 30.

4. Students should be instructed to buy their textbooks as early as possible. Books purchased for the immediate term and not being used for a subsequent term will start being processed for return to the publisher five weeks after the beginning of the term unless the Bookstore Manager is notified by the instructor of his/her desire to have the books kept in stock until a later date.
5. **Buy-back of Textbooks** — Books are bought back from the students during the week of finals. In order to offer the fairest prices to the students the Bookstore must have the textbook requisitions for the subsequent term, both required and supplemental, no





later than the dates indicated under deadline for requisitions.

Complimentary Desk Copies of Textbooks

The acquisition of complimentary desk copies of textbooks adopted for classroom instruction is the responsibility of the instructor assigned to teach the course. A written request should be made of the publisher, giving the name of the course(s) for which the book will be used.

In the event a copy of the book is needed prior to receipt of the requested desk copy, the instructor may purchase a copy at the College Bookstore. The Bookstore will refund the price of the purchase if, when the complimentary copy is received, it is turned in for refund in a new and unused condition, and with the sales receipt.

Field Trips

(Based on Board Policy 6216, adopted December 10, 2002, and Administrative Rules and Procedures 6216—minor changes have been made to reflect current college organization and procedures.)

Field trips specifically related to the learning objectives of a course of study are encouraged by the District and the Colleges. A field trip is defined as any movement of a class outside of its regularly assigned classroom(s) for the purpose of receiving educational experiences not possible in the classroom(s).

Field trips are defined under four classes.

1. **Class I** — Class I field trips are on-campus activities extending outside the assigned classroom(s) but limited to the boundaries of the college campus.

Authorization — First line administrator or other designated administrator.

Instructor Responsibility — The instructor planning a Class I field trip is responsible for:

- a. Pre-planning, previewing, leading, and evaluating the field trip as an educational experience.

- b. Obtaining verbal authorization from the Division Dean.
- c. Advising the division office on the day of the trip of the time to be gone from the classroom and the destination.
- d. Obtaining necessary clearance from the Business Services Office for the use of campus facilities other than the assigned classroom(s). After the semester schedule is completed all unassigned space is placed under the jurisdiction of the Business Services Office.

2. **Class II** — Class II field trips are in-district activities conducted off campus but limited by the boundaries of the Chabot-Las Positas Community College District.

Authorization — President of the college or designee.

Instructor Responsibility — The instructor planning a Class II field trip is responsible for:

- a. Pre-planning, previewing, leading, and evaluating the field trip as an educational experience.
- b. Preparing and submitting the College Field Trip Request Form at least two weeks prior to the date of the trip.

Requests will be submitted to the Division Dean or other designated manager. Approved requests will be forwarded by the division Dean to the Office of Academic Services. Approved requests will be submitted by the Vice President of Academic Services or designee to the President of the College or designee. The President or designee will submit requests to the Chancellor for approval by the Board of Trustees.

- c. Insuring that all arrangements are made.
- d. Supervising the conduct of the trip.

Division Dean Responsibility — The division Dean is responsible for:

- a. Validating the purpose of the proposed field trip.

- b. Insuring that funds are available in the division budget to defray the costs of the trip.
 - c. Forwarding approved requests to the Office of Academic Services.
3. **Class III** — Class III field trips are activities conducted outside the boundaries of the Chabot-Las Positas Community College District, but within the State of California.

Authorization — President of the college or designee.

Instructor Responsibility — The instructor planning a Class III field trip is responsible for:

- a. Pre-planning, previewing, leading, and evaluating the field trip as an educational experience.
- b. Preparing and submitting the College Field Trip Request Form at least one month prior to the date of the trip.

Requests will be submitted to the Division Dean or other designated manager. Approved requests will be forwarded by the division Dean to the Office of Academic Services. Approved requests will be submitted by the appropriate Dean or designee to the President of the College or designee.

- c. Insuring that all necessary arrangements are made.
- d. Supervising the conduct of the trip.

Division Dean Responsibility — The division Dean is responsible for:

- a. Validating the purpose of the proposed field trip.
- b. Insuring that funds are available in the division budget to defray the costs of the trip.
- c. Forwarding approved requests to the Office of Academic Services.

4. **Class IV** — Class IV field trips are out-of-state ac-

tivities conducted outside the State of California.

Authorization — President of the college or designee.

In accordance with the Education Code, adult students or parent/guardians of minor students **must** sign the waiver of claims against the Chabot-Las Positas College District and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip.

Instructor Responsibility — The instructor planning a Class IV field trip is responsible for:

- a. Pre-planning, previewing, leading, and evaluating the field trip as an educational experience.
- b. Preparing and submitting the College Field Trip Request Form at least one month prior to the date of the trip.

Requests will be submitted to the division Dean or other designated manager. Approved requests will be forwarded by the division Dean to the Office of Academic Services. Approved requests will be submitted by the appropriate dean or designees to the President of the college or designee.

- c. Insuring that all necessary arrangements are made.
- d. Insuring that all students and the parent or guardian of minor students have signed and returned the waiver of claims form. Forms for all students must be filed by the instructor in the Vice-President of Academic Services Office at least 3 school days before the field trip begins. Failure to file the form with the Vice President shall prevent student(s) from participating in the field trip.
- e. Supervision the conduct of the trip.

5. **Field Experience Activities**

- a. The description of all approved field experience activities will be included in the class schedule.
- b. The authorization for extended campus activities allows students to report directly to assigned stations off campus at scheduled dates and times.





- c. The authorization allows instructors to assign and schedule individual students to alternate stations according to the division master plan. Such assignment may or may not be under the direct supervision of the instructor.
- d. Any movement or assignment of students not shown on the master plan and quarterly schedule will be processed as a Class II or III field trip.
- e. Authorization for field experience activities is granted by the Board on an annual basis.
- f. Division Responsibility - The Dean of each division or other designated manager who is involved with extended campus activities will:
 - 1) Prepare an annual master plan for extended campus activities.
 - 2) Submit a request for authorization to implement the plan. The master plan and request will be submitted to the Vice President of Academic Services or designee on or before February 1 of the preceding year.
 - 3) Submit to the Vice President of Academic Services or designee each semester a schedule showing the extended campus assignments of students.
 - 4) Ensure that all arrangements are made.
 - 5) Coordinate the program during each semester.

6. Procedures Relating to Both Field Trips and Field Experience

- a. The following limitations are established for field trips:
 - 1) Field trips may not be scheduled on State, legal or school holidays. Field trips during recess periods require prior discussion and approval of the Vice President of Academic Services or designee.
 - 2) Field trips may not be scheduled during the last two weeks of any semester.
 - 3) Students cannot be required to attend field trips when admission fees are charged.
 - 4) Activities requiring admission fees and other such costs to students should not be scheduled during regular class hours.
 - 5) Field trips that require students to miss other classes should be carefully coordinated in advance with the instructors involved.
 - 6) It is the responsibility of the individual student to notify in advance the instructors of classes which he or she will miss while on the field trip.
 - 7) Students must make up work missed because of field trips.
 - 8) There will be no penalty for students who miss a class because of a field trip required by another, if the trip is verified in advance and if the student makes up the required work within the agreed time.
 - 9) Class sessions held off campus in instructors' homes, students' homes, or elsewhere are authorized only when approved as Class II or III field trips.
 - 10) Instructors cannot be reimbursed for time devoted to field trips held outside of the regularly assigned class hours. Under special circumstances and with appropriate approval for the classification, a field trip may be conducted in lieu of a regularly scheduled

- class period. In these situations the instructor can be reimbursed for time equal to the class involved.
- b. Instructor Responsibility
- 1) Each instructor sponsoring a field trip is an agent of the college and as such is responsible for making proper arrangements for the trip, including a first-aid kit, and conducting the trip in ways which insure against negligence and safeguard the welfare of the students while under the jurisdiction of the college.
 - 2) Each instructor planning a field trip which will take students from other classes shall prepare a notice of that activity including a roster of the names of the students involved.

Copies of this notice and roster will be given to each student for presentation to the instructor(s) of the class(es) he or she will miss while on the field trip.
 - 3) When arrangements have been made in advance to have students go on their own to a field trip destination, and when the class assembles and convenes at the destination, the instructor may meet them at the destination.
 - 4) When a class is convened on campus and moved as a group from the campus to the field trip destination, the instructor must meet the class on campus and accompany it en route unless other arrangements have been approved by the Vice President, Academic Services, or designee.
- c. Transportation for Class II, III, and IV field trips can be arranged in any one of several ways.
- 1) The use of **district-owned vehicles** may be requested on the Field Trip Request Form, dependent upon the number of students participating.

The cost of the use of the district-owned vehicles is chargeable to the budget of the appropriate division at the current mileage rate.
 - 2) If the number of persons exceeds the capacity of district vehicles, **charter bus** transportation may be requested on the Field Trip Request Form.

The cost of the charter service is chargeable to the budget of the appropriate division.
 - 3) Instructors may use their **own vehicles** to provide transportation for students on approved field trips. Approval must be obtained on the Field Trip Request Form.
 - 4) The use of **privately owned vehicles** to carry students on field trips is the least desirable method of transportation. Only under unique conditions should this means of transportation be considered.

Under no circumstances will privately-owned vehicles be used without prior approval obtained on the Field Trip Request Form.
 - 5) Instructors may suggest that students go on their own to destinations or events to observe, to hear, to see, or otherwise gain experience related to the course of study. The assignment must be voluntary, however, and no penalty can be assessed for students who do not or cannot complete the assignment. Alternative assignments should be provided.



Chabot College Faculty Handbook

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT FIELD TRIP REQUEST

INSTRUCTOR NAME: _____ AREA/DIVISION: _____

COURSE TITLE AND NUMBER _____ SECTION(S): _____

DESTINATION: _____
PLACE OR FIRM

STREET ADDRESS CITY OR AREA

PURPOSE: (Be Specific) _____

DEPARTURE DATE: _____
(DAY OF WEEK) (MONTH) (DATE) (TIME) (A.M.-P.M.)

ESTIMATED RETURN: _____
(TIME) (A.M.-P.M.) (AND DATE)

TYPE OF TRIP:	CHECK ONE
CLASS I (On-Campus)	<input type="checkbox"/>
CLASS II (In-District)	<input type="checkbox"/>
*CLASS III (Out-of-District)	<input type="checkbox"/>
**CLASS IV (Out-of-State)	<input type="checkbox"/>

SPECIFY AMOUNT OF TIME THAT IT HAS TO BE SUBMITTED
IN ADVANCE

* _____ ** _____

ASSEMBLY POINT: Las Positas Destination Other (Identify) _____
 Chabot

ESTIMATED NUMBER OF STUDENTS: _____

VEHICLE NEEDED: Station Wagon (9 Passenger) Station Wagon (12 Passenger)

*If chartered bus, is public address system desired? Yes No

_____ 19 _____ (INS)
(DATE OF REQUEST)

APPROVAL

1. _____ 2. _____ (Class III & IV)
AREA COORDINATOR/DIVISION CHAIR DEAN OF INSTRUCTION PRESIDENT

DATE 19 _____ DATE 19 _____ DATE 19 _____

ACCOUNT NO. _____

INSTRUCTIONS

1. Rescheduling of field trip from approved date indicated above must be approved by the office of Instruction.
2. Requests for chartered bus transportation will be confirmed by the College Business Office.
3. Arrangements for station wagon transportation shall be made by instructor with Maintenance & Operations Department.
4. A college first aid kit must be in the possession of the instructor while on a field trip. Obtain first aid kit from Special Student Services Office.
5. Assembly point for Campus field trips shall be at the main entrance to the college unless otherwise approved.

RETURN ROUTING

WHITE-PRESIDENT GREEN-AREA COORDINATOR/DIVISION CHAIR CANARY-OFFICE OF INSTRUCTION PINK-DISTRICT BUSINESS OFFICE GOLDENROD-INSTRUCTOR

REV. 3/92

SAMPLE
The NCR version of this form
is available in your Division
Office.

CHABOT COLLEGE
Office of Academic Services

I hereby waive all claims against the Chabot-Las Positas Community College District and the State of California for injury, accident, illness, or death during or by reason of the following field trip:

Class	Date(s)	Location of out-of-state field trip
-------	---------	--

Name of Faculty Member	Name of Student (please print)
------------------------	--------------------------------

Signature of Student	Signature of parent/guardian of minor Student under 18 years of age
----------------------	--

SAMPLE
A full-size version of this form,
suitable for photocopying, is
located in Appendix B.

Date



Curriculum and Course Development, Articulation, and Evaluation

Each curriculum offered at Chabot College is developed in the form of a “course of study” which indicates the pattern of courses recommended to students who desire to complete a particular one-year or two-year career program or the lower division requirements for a transfer major. Refer also to the College Catalog.

Recommendations for courses and curricula may come initially from many sources—citizens’ advisory committees, the students, individual instructors or managers, persons and groups in the community, the Board of Trustees, divisions, the various faculty committees, or transfer institutions.

Suggested courses and course patterns are developed cooperatively by the faculty, counselors, and academic managers, as well as appropriate citizens’ advisory committees. They are reviewed and approved by the College Curriculum Committee, which then recommends new/revised curricula and courses to the President for action by the Board of Trustees. For more information on making presentations to the Curriculum Committee contact your division’s representative to the committee. The membership list is available online at <http://www.chabotcollege.edu/curriculum/#CurrentMembers>.

The Office of Student Services and especially the counselors and articulation office are responsible for keeping current with changes in admission, general education, and major course requirements of four-year transfer institutions and the career programs at Chabot College. The evaluation of two-year occupational curricula is a responsibility of citizens’ advisory committees under the leadership of the Vice President, Academic Services.

Student Learning Outcomes and Assessment Cycle (SLOAC)

Development and Assessment of Student Learning Outcomes (SLOs) is a requirement of the Accrediting Commission for Community and Junior Colleges. It is their charge that the college reach the Proficiency level by Spring 2011. To that end, for several years Chabot has

devoted flex day activities to the development of course- and program-level SLOs and their assessment.

The SLO cycle of identifying, implementing and assessing student-learning outcomes is intended to stimulate collaboration, lively discussion, meaningful reflection, and appropriate action to improve student learning. It is also intended to communicate high standards of learning to students and emphasize the student’s responsibility in the learning process.

Faculty have always assessed students and the design of instruction and assessment of student learning should continue to be driven by faculty. Learning can take place both in a structured academic environment and outside the traditional classroom. There are numerous ways to assess students, and SLOs represent one aspect of a comprehensive profile of student achievement.

Teaching and learning are complex and often involve numerous uncontrollable variables. SLO results are not to be used to evaluate instructor performance or in any way restrict academic freedom. While SLO results do not necessarily meet strict research standards, they are a rich source of dialogue about what students are learning and what can be done on an instructional or institutional level to improve that learning.

The SLOAC is an ongoing cycle involving the following steps:

- **Identify SLOs and Develop an Assessment Plan:** Write statements to make learning expectations explicit to students. Establish appropriate criteria (create rubric) for measuring achievement.
- **Provide Learning Experiences:** For example classroom instruction, assignments, and student services.
- **Assess Outcomes:** Gather, analyze, and interpret evidence to determine how well student performance matches outcome expectations.
- **Take Action:** Document assessment results and make appropriate changes to improve student learning.

In conjunction with the Center for Teaching and Learning, Fall 2010 Flex Day workshops will promote a

Culture of Learning. Faculty will be encouraged to use pedagogical and curricular revisions to close the loop on course-level outcomes assessment.

Intercollegiate Athletics — Building 2600

Under the direction of the Dean of Health, Physical Education and Athletics, intercollegiate athletic activities constitute a major force in the lives of people of all ages, and they provide a variety of vocational, avocational, and recreational opportunities for both men and women.

The college sponsors intercollegiate competition in the following sports:

- Baseball (Men)
- Basketball (Men/Women)
- Football (Men)
- Golf (Men)
- Soccer (Men/Women)
- Softball (Women)
- Swimming (Men/Women)
- Tennis (Men/Women)
- Track and Field (Men/Women)
- Volleyball (Women)
- Wrestling (Men)

Students who participate in intercollegiate athletics are required to be enrolled in at least twelve (12) units and to have met other academic requirements.

Students who miss classes due to intercollegiate athletic events are expected to make up any classroom work missed and should be given an opportunity to do so within a reasonable time. Arrangements should be worked out in advance by student and faculty.

Faculty members who have questions relating to the conduct of our intercollegiate athletic program should consult the Health/PE/Athletics Division Office at Extension 7484

Since the athletic program must provide a substantial portion of its costs, a Chabot College Boosters Club has been formed to promote better participation, funding, and support. A membership drive takes place each Fall Semester.

Course Articulation with Four-Year Colleges

The approval of transfer courses and curricula by four-year transfer institutions is an “articulation” responsibility of the Dean of Counseling, with the assistance of the Articulation Officer. Initial steps of articulation are incorporated into the course proposal. Faculty members are encouraged to become acquainted with their colleagues in four-year colleges and in high schools. No formal or informal agreements are to be made regarding Chabot College course acceptance, general education requirements, lower division majors, or other articulation matters except through the Articulation Office.

Credit Hour

Courses grant units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline and require a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, laboratory, and activity courses.

Course Outlines

All instructors agree, as part of their contract, to teach, at a minimum, the material as specified in the course outline of record. An official copy of course outlines, including course objectives, in behavioral terms, is filed in the Office of the Vice President, Academic Services. Current outlines are available on the College Website at www.chabotcollege.edu/academics/outlines.asp. Course outlines are expected to be developed by instructors, approved by the total division acting in full session, and approved by the division Dean and the Curriculum Committee. They are then filed in the Office of Academic Services. In cases where more than one regular instructor teaches a particular course, the outline should reflect their combined judgments. Course outlines should describe the purposes and content of a course sufficiently to help new and continuing adjunct or full-time instructors organize an assigned course; to answer questions which might be raised by transfer institutions, counselors or the general public; and to satisfy the requirements of accreditation





teams. These basic outlines supplement the catalog and are official documents of the College kept in the Office of the Vice President, Academic Services. For more information on submitting a course outline for approval contact your division's representative to the committee. The membership list is available online at <http://www.chabotcollege.edu/curriculum/#CurrentMembers>.

Course Syllabus

At the beginning of each semester, Faculty shall submit to their Division Deans a copy of a syllabus for each course taught. The syllabus must include the instructor's information (name, office number, phone, voicemail, and e-mail), course content and expectations (general course content, course objectives and prerequisites), Textbook(s) and course supplies (required supplements and/or recommended text, special required supplies), the method for calculating the final course grade, dates to know (Last day for "W," date and time of final examination), and other supplemental information including safety requirements.

The Dean shall notify faculty for whom there is no syllabus on record or if a syllabus is submitted with deficiencies. The dean shall provide a receipt of acceptance of the syllabus to the faculty member upon written request by the faculty member.

Special Courses

Colloquia

A colloquium is a group of students who meet with an instructor over a period of one semester to consider ideas or documents of continuing importance or a special topic. The purpose is to stimulate serious thought through discussion and analysis. A student is limited to one colloquium each semester. A colloquium may be offered under any subject area contained in the Catalog, using the number 9. Open to all students not on probation. 2 hours, 1 unit.

Contemporary Studies

Contemporary Studies courses are developed around selected areas of contemporary issues and thought. They may be offered through any non technical-vocational course title contained in the Catalog by using the

number 49. The same course content may not be offered for more than two semesters under this course number. 1-6 hours, ½-4 units.

Continuing Education Studies

Continuing education courses include both full-term and short-term courses in a wide variety of course patterns, field studies, seminars, workshops, and any other such educational activities that will meet the educational needs of those students pursuing a community college program. They may be offered under any course title contained in the Catalog, using the numbers 150-199. Continuing Education Studies may be repeated; however, graduation credit is limited to 6 units. 1-12 hours, ½-4 units.

Special Studies

Special Studies courses are in specialized technical-vocational majors. Typically they are related to a particular occupation or skill and may be offered under any course title contained in the Catalog, using the number 99. Different course descriptions will be numbered sequentially beginning with 99.01. 1-6 hours, ½-5 units.

Independent Study Courses and Contracts

Independent Study Contracts can be initiated by a student or a faculty member. Such contracts are voluntary and are approved by the faculty member, his/her immediate supervisor, and the Vice President, Academic Services.

Forms

Forms are available in division offices. Examples follow.

Print Form



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Office of Vice President of Academic Services
Colloquium: Request to Offer



(This request is due to Vice President of Academic Services by the 5th day of instruction)

Process for filing out colloquium form:

- 1. Fill in form completely. Include a first and second choice to allow flexibility for the Office of Academic Services to find an available room.
2. Once the colloquium is approved, the course will be put into the computer. You will be notified of the day, time, room, and registration number.

(Please Print)

To: Vice President of Academic Services Date: []/[]/[]

Location: [] Chabot College [] Las Positas College

From: _____

Subject Area: _____ Course #/Section: _____

Topic: _____

Semester: [] Spring [] Summer [] Fall Year: []

Day/Time: _____ (1st choice)

Day/Time: _____ (2nd choice)

Purpose of colloquium: (background of its origin)

Description of content to be discussed:

SAMPLE
This form is available online at
http://www.clpccd.org/HR/HRGovForms.php

Signature: [] Date: []/[]/[]

Dean's Signature: [] Date: []/[]/[]

VP of Academic Services: [] Date: []/[]/[]

Reference: Article 10D.2f – Faculty Collective Bargaining Agreement

Printed: 11/15/2007
P:\FORMS\Faculty 2007-08\ColloquiumReqtoOffer.doc





Chabot College Faculty Handbook

CHABOT – LAS POSITAS COMMUNITY COLLEGE DISTRICT Office of Academic Services INDEPENDENT STUDY CONTRACT (Other than regular courses)

(This contract is due to the Vice-President for Academic Services by the 17th day of instruction.)

SUBJECT AREA _____ SEMESTER _____ YEAR _____
(e.g., English, Mathematics, etc.)

STUDENT'S FULL NAME* _____
Last First Middle/Maiden Name

_____ - _____ - _____

*(Note: Attach list if more than one student is in this contract with this instructor)

SOCIAL SECURITY NUMBER

(To be used as student identification number)
FILL IN expected total supervised contract hours per the sample below. Office hours can be utilized if desired.

Check One
NUMBER .5 = 26 EXPECTED TOTAL HOURS OF
OF UNITS 1.0 = 52 CONFERENCE AND STUDY
REQUESTED 2.0 = 105 (Contract hours plus Independent Study)

HOURS PER WEEK _____ Day(s) _____
Hours(s) _____
Example:
HOURS PER WEEK _____ Day(s) Mon, Tue, Thurs
Hours(s) 9:00 AM

TITLE OF INDEPENDENT STUDY PROJECT: (Include topics and/or projects)

Description of what the student will be expected to do: _____

Description of the method of evaluation to be utilized: (What evidence will be presented that objectives have been met?)

Responsibilities assumed by the instructor: (What commitments regarding meetings, materials, and other assistance does the instructor make?)

EXPECTED COMPLETION DATE: _____

STUDENT'S SIGNATURE: _____

FACULTY MEMBER: _____

APPROVAL OF AGREEMENT
DIVISION DEAN/ _____
AREA CHAIR _____
VP (Las Positas)/ _____
DEAN OF ACADEMIC SERVICES (Chabot) _____
DATE: _____

SUMMARY OF WORK COMPLETED:

GRADE: _____
DATE COMPLETED: _____
STUDENT'S SIGNATURE: _____
FACULTY MEMBER: _____
DIVISION DEAN/ _____
AREA CHAIR _____
VP (Las Positas)/ _____
DEAN OF ACADEMIC SERVICES (Chabot) _____

Distribution:
White – VP/Dean of Academic Services
Green – Student
Canary – Instructor (Retain)
Pink – Instructor (Return to VP/Dean with certification of completion)
Goldenrod – Registrar

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Rev. 7/94

Student Evaluation and Grading Procedures

Grading Practices

The assigning of grades so profoundly may affect a student's career that instructors are urged to consider carefully and continuously the basis for their actions. Since improved teaching, learning, and evaluation are more likely to occur when teacher and student know clearly at the outset the objectives of a given course, the instructor should discuss with students and present to them at the beginning of a class, in writing, a summary of the objectives of the course, the methods of evaluation to be employed, and the standards by which letter grades will be determined.

Because letter grades should be assigned on the basis of stated objectives and standards, grading strictly on a curve basis is not justifiable. There should be no rigidly predetermined percentage of each grade in a course. One may well find, for example, that the percentage of grades "A" and "B" will increase in courses toward the end of a sequence. However, in such cases instructors should be sure that these courses are as challenging to the students as were the earlier courses in the sequence. Also, instructors should remember that a "C" grade is defined as "satisfactory" and meets graduation requirements. Grades in technical/vocational courses, where many students in the class are employed in the field, must be given with the same rigor as in other classes.

Awarding grades to students is the responsibility of the instructor of the course in which the student is registered. Once awarded, grades are final. They may not be changed except where **evidence is presented** that a clerical error has occurred. A special "Grade Change" request form should be completed and signed by the instructor, the division Dean, and by the Vice President, Academic Services. Instructors should maintain complete records used as a basis for grades and be prepared to present these records and justify the grades if challenged.

Requests for a grade change must be made during the semester immediately following the semester or session for which the grade was assigned. Responsibility for monitoring personal academic records rests with the student. Student grade reports are mailed to students approximately two weeks following the end of each session. Grade changes will not be made after the established deadline except in cases with extenuating

circumstances. Extenuating circumstances are those acute medical, family, or other personal problems which rendered the student unable to meet the deadline. Requests for a grade change under this exception shall be made to the Vice President, Student Services, or designee who may, upon verification of the circumstance(s) authorize the initiation of a grade change. The student must present evidence of the extenuating circumstance(s). Original copies of the instructor grade reports will be retired to microfilm after a five-year period. No changes shall be made after that time. (See Academic Standards)

Faculty Early Alert

Faculty Early Alert is a program of cooperation between Faculty, the Probation counselor, and the Office of Special Programs and Services. It is designed to identify potential problem students and to assist the instructors in taking positive measures of intervention to prevent these students from becoming candidates for probation. For further information and forms, contact the Counseling Office, Building 700.

Examinations

At least one midterm examination should be administered. A final examination or final culminating activity will be given in each course unless specifically exempted by the Vice President, Academic Services. The final examination or culminating activity is planned for two hours in duration. A final examination schedule is published and normally covers the last five days in the semester. No changes are permitted in this schedule nor are examinations to be given in advance of the scheduled time unless approved in advance by the division Dean and the Vice President, Academic Services.

If unusual circumstances shall prevent an individual student from taking an examination at the scheduled time, alternate arrangements must be made by the student with the instructor prior to the scheduled examination. The instructor shall report the exception to the Vice President, Academic Services.

Grade Reports

Final grade reports are to be filed online by the deadline established each semester or session by the Academic



Calendar Committee. Faculty members are expected to meet deadlines and submittal of grades and census reports. (Agreement Between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association, July 1, 2006-June 30, 2009, Article 15C.5.d)

Incomplete Grades

“I” (Incomplete) grades represent an instructor-student agreement that the student may complete the course work by the end of the following term or semester and receive an appropriate letter grade. If the student does not complete the course work before this deadline, the right of the student to make up the work is forfeited. The “I” will be replaced with the alternate letter grade assigned by the instructor at the time the incomplete was assigned. Consequently the revised G.P.A. will be calculated.

To clear an incomplete grade, instructors are asked to come to the Admissions and Records Office and assign the appropriate grade on the Report of Incomplete Grade card which instructors fill out when submitting grades. **In the event that an incomplete grade is not cleared by the deadline indicated, the alternate grade submitted by the instructor at the time the incomplete card was submitted to the admissions and records office will be assigned to the student.**

Repeating a Course

The college recognizes that the most recent completion of a course should most accurately reflect a student’s academic progress; thus, students may repeat for credit those courses taken **for which grades of “D,” “F,” or “NP”** were received.

NOTE: Except as provided in the catalog for specific courses or in the case of extenuating circumstances, a student, by state law, is limited to **one attempt** to repeat a course for the purpose of raising a substandard grade (“D,” “F,” or “NP”).

Students may not repeat courses in which they received passing grades of “A,” “B,” “C,” or “P.” Under the following specific conditions, the Vice President of Student Services or designee may permit the repetition of courses for which a grade of “C” or better has been received:

- When the student’s previous grade is, at least in part, the result of extenuating circumstances. Extenuating circumstances are verified cases of accident, illness, or other circumstances beyond the control of the student; or
- When a student should repeat a course because there has been a significant lapse of time since the student previously took the course.
- When it is legally mandated that a student repeat a course in order to meet a training requirement as a condition of continued paid or volunteer employment.

Certain courses designated by the Office of Academic Services may be repeated up to a maximum of three repetitions. Students should consult the College Catalog or a counselor for more information.

If students repeat and pass non-repeatable courses, both the original and subsequent grades will remain on the student’s academic transcript. The original grade and course will be annotated with the letter “E” which designates the exclusion from the student’s cumulative units and grade point average calculation. Students transferring to other institutions are held responsible for all units attempted.

Prerequisite Override

Many of the courses offered by the college have prerequisites, and these are specified in the College Catalog. Instructors are not authorized to set aside the prerequisites that have been established by the Curriculum Committee and approved by the Board of Trustees. All classes with prerequisites at Chabot College are blocked to students if they did not complete the prerequisite here. To remove the prerequisite registration block, students must process a Prerequisite Override through the Counseling Division as outlined at <http://www.chabotcollege.edu/counseling/prereqoverride>.

Academic Standards

Academic standards of Chabot College are established to assist students in making appropriate educational plans. There are two indices to academic standards: Academic Status and Academic Progress. The college will advise students of their grade point average and progress

in order that they may make sound self-appraisal of their college work.

Academic Grade Point Average

The Academic Grade Point Average is an index of the quality of a student's work.

To enable the calculation of grade point average, eligibility for honors and recognition, and other scholastic status, letter grades are converted to numerical form using the following grade point equivalents:

Grade	Meaning	Grade Value
A	Excellent	4 grade points per unit
B	Above Average	3 grade points per unit
C	Average	2 grade points per unit
D	Barely Passing	1 grade point per unit
F	Failure	0 grade points - units attempted with no units earned. May negatively affect progress.
P	Pass	0 grade points - units earned with no units attempted.
NP	No Pass	0 grade points - no units earned and no units attempted. May negatively affect progress.
I	Incomplete	0 grade points - no units earned and no units attempted. May negatively affect progress.

The grade point average (G.P.A.) is calculated by dividing total grade points by total units attempted:

$$\text{G.P.A.} = \frac{\text{Total Grade Points}}{\text{Total Units Attempted}}$$

Example:

History 7	3 units x 3 grade points (B)	=	9 grade points
Math 1	5 units x 2 grade points (C)	=	10 grade points
P.E. 1	0.5 unit x 4 grade points (A)	=	2 grade points

TOTAL:	8.5 units		21 Total Grade Points
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$$\text{G.P.A.} = \frac{21}{8.5} = 2.47 \text{ or C}$$

Scholastic Honors

Students who graduate with "Highest Honors" (G.P.A. of 3.50 or better) and those who graduate with "Honors" (G.P.A. of 3.25 or better) are recognized at graduation.

Students who complete at least 6 units of work each semester with grades of "A," "B," "C," "D," or "F" yielding a semester grade point average of 3.5 or better are recognized for academic distinction by placement on the Academic Honors List and by notation on the semester grade report and transcript.

Academic Probation and Dismissal

A student who has attempted at least 12 semester units of college courses (not including W's) and has a cumulative grade point average of less than 2.0 will be placed on Academic Probation level I.

A student on Academic Probation I who does not raise his/her cumulative grade point average to a 2.0 or higher in the following semester will be placed on Academic Probation level II. Please note that Veterans lose their certification for Veterans benefits after two semesters of academic probation. Please refer to the colleges' Office of Veterans Affairs Academic Standards of Progress for further information.

A student on Academic Probation II who does not raise his/her cumulative grade point average to a 2.0 or higher in the following semester of attendance will be dismissed. The first time a student is dismissed he or she may apply for readmission after one semester (summer session not included) of non-attendance. In the case of a second dismissal, the student may apply for readmission



after 5 years of non-attendance. Summer session does not count as a semester in determining academic status.

Removal of Poor Academic Status

Once a student on academic probation raises his or her overall (cumulative) grade point average to a 2.0 (C), or higher, he/she will be taken off of Academic Probation status and will become a “student in Good Standing.”

Progress Probation and Dismissal

Progress Probation is determined by the percentage of cumulative units with grades of W, NP, or I (Poor Progress Grades). A student who has attempted 12 semester units of college course work will be placed on Progress Probation level I if 50% or more of the cumulative units attempted resulted in Poor Progress grades.

A student on Progress Probation I who does not reduce his/her percentage of cumulative poor progress units to below 50% will be placed on Progress Probation II.

If a student on Progress Probation II continues to have 50% or more of his/her cumulative units made up of Poor Progress grades in the following semester, he/she will be dismissed. The first time a student is dismissed he or she may apply for readmission after one semester (summer session not included) of non-attendance. In the case of a second dismissal, the student may apply for readmission after 5 years of non-attendance. Summer session does not count as a semester in determining progress status.

Removal of Poor Progress Status

In order to reverse poor progress status and become a student in good standing a student must reduce the cumulative units of W, NP or I grades to less than 50% of his/her total units attempted. Summer session does not count as a semester in determining progress status.

Pass/No Pass Grades

In accordance with the Education Code and the Administrative Code, Chabot College has established a grading policy which adds the “P” (pass) and “NP” (no pass) grades to the standard letter grades (A,B,C,D,F)

used in colleges and universities. Courses in which a “P” (pass) grade is earned will apply toward the 60 units required for graduation, but will not affect the student’s grade point average. A maximum of 12 units of “P” (pass) may be attempted and applied toward the Associate in Arts or Associate in Science Degree. (Additional units may be applied provided the student secures prior approval of the division Dean of Counseling. A course in which a “NP” (no pass) grade is earned will not apply toward graduation and will not affect the student’s grade point average. An excess number of “NP” (no pass) grades will affect the student’s academic progress ratio, resulting in a low figure.

Offering courses for pass/no pass grades provides the student with the opportunity to explore areas outside his/her current interest field without undue concern for his or her grade point average. This policy allows the student to take coursework outside his or her major without the fear of a substandard grade, namely a “D” or “F.” Students are expected to complete the course and comply with College attendance requirements and other expectancies of the course. Should they fail to do so, their enrollment in the class may be terminated and the work may be graded on the basis of a standard letter grade.

Chabot College offers:

1. Some courses solely for a pass/no pass (P or NP) grade.
2. Some courses solely for a standard letter grade.
3. Some courses in which the student may choose to complete the course for either a pass/no pass grade OR for a standard letter grade.

On or before 30% of class meetings, the student shall inform the Admissions and Records Office, by petition, of his or her intention to complete a course for a pass/no pass grade and the instructor shall report to the Registrar a final grade of “P” (pass) or “NP” (no pass) for students who so petition. The student’s decision to opt for pass/no pass grade may not be reversed by either the student or the instructor at a later date.

The “P” (pass) grade will be given to indicate completion of a course with “C” or better work.

A student may repeat a course in which a grade of “D,” “F” or “NP” (no pass) is earned.

Academic Renewal

Academic Renewal, in accordance with Title 5, section 55046, is a process that permits the alleviation of substandard (D's, F's) academic coursework not reflective of the student's current scholastic ability. The grades alleviated by this process will be disregarded in the computation of the student's grade point average. Only courses taken at the Chabot-Las Positas Community College District will apply. Work completed at other institutions may be considered for graduation eligibility only.

For students to be eligible for academic renewal they must be currently enrolled at Chabot and/or Las Positas College, and a period of at least two (2) years must have elapsed since completion of the coursework to be disregarded. The student may petition the Director of Admissions and Records at Chabot College or the Assistant Dean/Registrar at Las Positas College for academic renewal upon completion of the following:

1. a minimum of 12 units taken consecutively at Chabot and/or Las Positas with a grade point average of 2.5 or better,
- or
2. a minimum of 20 units taken consecutively at Chabot and/or Las Positas with a minimum grade point average of 2.0.

The coursework to be disregarded cannot include courses previously used to meet Associate degree or Certificate requirements or to establish eligibility to transfer.

Upon approval, the student's permanent record shall be annotated in such a manner that all courses disregarded shall remain legible on the transcript, indicating a true and accurate history of the student's record.

Students may petition for academic renewal only once. Once the academic renewal process has been completed, it cannot be reversed. A maximum of 24 units of work may be renewed.

Academic renewal at Chabot and Las Positas College does not guarantee that other colleges will accept this action. Acceptance of academic renewal is at the discretion of the receiving institution.

Credit by Examination

Chabot College supports the general proposition that the full value of classroom learning experiences cannot be measured by any examination. Students who have achieved elsewhere an equivalent knowledge, understanding and experience to that required by regular college courses may receive units of credit based on successful completion of a comprehensive and searching course examination administered by the College. Standardized examination may be used in specified "licensure" programs and to determine the appropriate placement of students in a field of study. The student receiving credit must be registered at the College, in good academic standing and have paid all applicable fees and/or tuition. The courses for which credit is allowed must be listed in the Chabot College Catalog. The amount of credit to be granted cannot be greater than that listed for the course in the catalog. Credit by examination is offered under the provisions of the California Administrative Code, Title 5, section 55050.

Comprehensive Examination Administered by the College

1. **Eligibility**
Any student applying for credit by examination will be expected to have had extensive experiences which have prepared the person in the subject matter and for which the individual can provide acceptable evidence of those experiences at the time of application.
2. **Application and Administration**
A petition for completing a course through credit by examination must be approved by the appropriate instructor, division dean, and the Vice President of Academic Services. Applicable fees and/or tuition must be paid at the Admissions and Records Office. Arrangements for completing the examination and the actual administration will be made between the student and the instructor after the petition is approved. The examination itself may take any appropriate form such as written, oral, demonstration or a combination of methods.
3. **Awarding of Credit**
Upon completion of the examination, the administering instructor will verify the course and number of units to be received and will assign an appropriate grade. Where the student does not achieve a grade of





“C” or better, he or she will be expected to complete the course in the usual manner.

4. The Director of Admissions and Records, or designee, will annotate the student’s transcript to indicate that the credit was granted for the course in question by examination. This credit by examination coursework may not be counted as part of the 12-unit residency requirement necessary for graduation from Chabot College.
5. **Limitations**
Credit cannot be given for a course which is comparable to a course already credited on the student’s secondary school transcript although an examination in such a course may be given to determine the level of achievement and the appropriate placement of the student in the field of study. The amount of credit which may be earned and counted toward graduation at Chabot College is limited to 10 semester units. Under certain circumstances, advanced placement credit may be awarded to a diploma graduate in nursing which may include up to 30 semester units (one year) of academic credit.

Administrative Symbols “IP,” “RD,” “I,” and “MW”

(Refer to Board Policy 5231, adopted March 19, 1996)

Administrative Symbol “IP” — Mastery Learning Courses

The administrative symbol “IP” is established to indicate coursework “in progress.” Its use is limited to mastery learning courses. It may be used only for a student who is making satisfactory progress toward the completion of a course but who has not completed all of the modules by the end of the semester or session.

The symbol “IP” is not a grade; therefore, it has no value in calculating unit credit or grade point average.

Only one symbol “IP” may be received by a student for any mastery learning module or course. The required coursework to remove the “IP” must be completed by the end of the term or session following the date the “IP” was granted. If a student is assigned an “IP” at the end of an attendance period and does not re-enroll in and complete that course during the subsequent attendance period, the

appropriate faculty member will assign an evaluate symbol (grade) to be recorded on the student’s permanent record.

Administrative Symbol “RD” — Report Delayed

The administrative symbol “RD” may be assigned only by the Director of Admissions and Records. It is to be used when there is a delay in reporting a grade due to extenuating circumstances. It is a temporary notation to be replaced by a permanent grade/symbol, as soon as possible. “RD” shall not be used in calculating grade point averages.

Administrative Symbol “I” — Incomplete

Incomplete academic work for unforeseeable emergency and justifiable reasons at the end of the term may result an “I” symbol being entered by the instructor on the student’s permanent record. A “grade change card” with the following documentation shall be maintained by the Director of Admissions and Records.

- a. The condition(s) stated by the instructor for removal of the “I.”
- b. The letter grade to be assigned if the work has not been completed within the designated time limit.
- c. The letter grade assigned when the stipulated work has been completed.
- d. The signature of the student.

The “I” shall be made up by the end of the term or semester following the date it was granted. The student may petition to extend this deadline date because of extenuating circumstances, but this will require the approval of the Vice-President of Student Services, or designee, and the instructor of record.

The letter grade to be assigned if work has not been completed within the designated time shall be changed following grade change procedure (page 154).

The “I” symbol shall not be used in calculating units attempted nor for grade points.

Administrative Symbol “MW” — Military Withdraw

If a student is called to active military duty any time during the term, he or she is entitled to military withdrawal (MW). Service men and women must provide copies of their military orders to the Director of Admissions and Records.



FACULTY BUSINESS & PERSONNEL MATTERS

BUSINESS OFFICE

BOOKSTORE

SECURITY OFFICE



SECTION D

District Business & Personnel Matters

Americans with Disabilities Act

(Refer to Board Policy 4029, Adopted March 19, 1996)

The Americans with Disabilities Act (ADA), signed into law on July 26, 1990, is a wide-ranging civil rights statute that prohibits discrimination against people with physical or mental disabilities that substantially limit activities such as working, walking, talking, seeing, hearing, or caring for oneself. Employees who have a record of such an impairment and those regarded as having an impairment are also protected. The Chabot-Las Positas Community College District has developed Board Rules by which any employee who believes that he or she is a victim of discriminatory action on the basis of disability may file a complaint.

Calendar

The Academic Year shall consist of one hundred seventy-five (175) days of instruction, including one (1) Convocation Day, one College Day, and up to six Flex Days. New faculty members will serve two additional days of Orientation.

Faculty Coordinator

(Refer to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association, January 1, 2012–December 31, 2014)

Coordinator refers to a faculty member, not a manager, who facilitates tasks in support of student instructional or support activities, in consultation with the faculty member's immediate supervisor. Coordinators, while they have an advisory role, do not perform administrative supervisory functions. . . . Coordinator duties are "alternate duty assignments". Coordinator duties shall be by mutual consent of the unit member and management and shall be posted college-wide or division-wide as appropriate and shall be rotated unless no other qualified person is available to serve. Coordinator duties performed as Part-time or overload assignments shall be paid in accordance with Articles 21F.4e and 21G2, or shall be workload banked (see Article 12B-2). *(Article 10C.3)*.

Grievance, Faculty

The intent of grievance procedures is to resolve faculty-to-management issues that deal with matters covered under *Agreement between the District and the Faculty Association (July 1, 2006–June 30, 2009)*. Definitions and procedures for grievances are explained under *Article 7*.

NON-DISCRIMINATION POLICY

In compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (45 CFR 86), Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1974 and its own statements of philosophy and objectives, Chabot College does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age or handicap.

Inquiries regarding the College's equal opportunity policies and procedures may be directed to the Vice-President of Student Services, Room 708, Building 700, telephone (510) 723-6744 (student matters); or to the Office of Human Resources, telephone (925) 485-5236 (employment matters).

Payroll Deductions

Absences, Taxes, Retirement and Voluntary Deductions

Absences are reported for the period from the 16th of the month to the 15th of the following month. Absences by employees which require deductions from payroll warrants occurring during the period ending the 15th of a month shall be made on that month and payroll warrant. Each employee shall file necessary forms for federal and state withholding taxes. Additional required deductions shall be made for the State Teachers' Retirement System. Voluntary deductions may also be made as authorized by the Board.





Group Insurance

(Board Policy 4030, adopted March 19, 1996)

The Board of Trustees may provide to eligible employees health, dental, vision care, life, salary income protection and other authorized group insurance plans. For bargaining unit members, this is a negotiable item.

[Benefits for retirees are discussed under Board Policies 4032, 4033, and 4034. Benefits are also covered in Article 20 of the *Agreement Between the-Las Positas Community College District and the Chabot-Las Positas Faculty Association, January 1, 2012–December 31, 2014*]

Employee Organizations

Payroll deductions for authorized employee organizations may be approved by the Governing Board in accordance with state law. If any such dues, assessments, or fees are deducted by the Board, from the pay of any employee and sent to the employee organization and the employee does not owe the same, the employee organization shall refund the same to the employee and the Board shall not be liable for any refund.

Payment of Salary

New faculty and faculty returning from unpaid leave shall receive their salaries in ten (10) equal payments starting August 31. Faculty may elect to receive their salaries in twelve (12) equal payments by informing Human Resources in writing by August 17. If this election is made, approximately 1/6 of the monthly **net** pay will be deducted from the August through May pay warrants and deferred to be paid on June 30 and July 31.

Conference and Meeting Attendance

(Board Policy 4070, adopted March 19, 1996; Revised June 27, 2006. See *Administrative Rules and Procedures #4070* for details.)

1. Purpose

Staff members may be approved to attend conferences and meetings that contribute to the improvement of instruction, to job performance and to the overall objectives of the colleges or district. Normally they will be reimbursed the actual and necessary expenses incurred during approved and authorized attendance. Courses and workshops offered for college credit are not included.

2. The Expenditure of Funds

Funds spent on conference attendance will be limited to the amount in the approved conference budget of the particular organization subdivision to which the employee is assigned, or to an approved amount from the staff development account of the district. Priority consideration should be given to conferences or meetings which involve at least one of the following elements:

- upgrading and updating subject matter knowledge and job skills;
- articulation with high schools or four-year collegiate institutions;
- participation of a staff member as an officer or program leader (advance consultation with the President is required where the office involves a long-term commitment);
- necessary representation of the college at meetings involving business, industry, the professions, or government;
- usefulness of the subject matter of the conference to the solution of community college problems or improvement of programs or operations;
- availability of exhibits or demonstrations which cannot be duplicated on campus.

In order to maximize funds, areas, divisions and administrative offices may restrict reimbursement to a fixed amount which is less than actual and necessary expenses. The responsible administrator shall determine which staff members will be recommended to the Chancellor, Presidents, Vice Chancellors or designees for attendance at particular conferences.

3. Authorization

Conference and meeting attendance shall require the approval of the college Presidents, Vice Chancellors, Chancellor or designees. Out of state conferences must be approved by the Chancellor.

Compensation: Expenses Incident to Employment

(Board Policy 4072, adopted March 19, 1996)

1. Mileage Allowance

Employees shall be reimbursed for the use of their personal vehicles on official District business at the mileage allowance equal to that authorized by the Internal Revenue Service of the U.S. Government.

2. Reimbursement for Damaged Personal Property

Employees shall be reimbursed for the costs of replacing or repairing personal property of the employee when such property is damaged in the line of duty and without the fault of the employee. If the personal property is damaged beyond repair, the actual value of the property at the time of damage shall be reimbursed. Claims for reimbursement shall be for personal property having a value of not less than \$25.00 and not more than \$200.00 at the time of damage.

The Vice Chancellor of Business Services shall receive and review all such claims. He or she shall forward any recommendations for reimbursement or denial to the Chancellor for submittal to the Board for its action.

When an employee is reimbursed for the costs of replacing or repairing personal property of the actual value of such property, the District shall, to the extent of such reimbursement, be subrogated to any right of the employee to recover compensation for such damaged property.

NOTE: this policy is repeated in Series 3000, Policy 3515.

3. Required Attire

All academic regalia or protective and other specialized attire required by the District shall be furnished at District cost.

Holidays

(See College Catalog)

Risk Management/Property and Liability Program

The District carries various types of liability insurance. For more information, please contact the Vice Chancellor of Business Services:

Phone: (925) 485-5203

Fax: (925) 485-5255

Chabot-Las Positas Community College District
Business Services Office
7600 Dublin Blvd., 3rd Floor
Dublin, CA 94568

Group Medical, Dental, Vision Care, Salary Income Protection, and Life Insurance Plans

Group medical insurance plans are available through arrangements between the District and Blue Cross of California and Kaiser Foundation Health Plan. Group dental, vision care, salary income protection, and life insurance plans are also available.

Information as to enrollment and benefits under each plan is described in information available from the Human Resources office, telephone (925) 485-5505 or (925, 485-5504; fax (925) 485-5502..

Worker's Compensation Insurance

(Board Policy 4036, adopted March 19, 1996)

Workers' Compensation Insurance as required by state law is carried by the District to protect all employees against illness and accidents which are determined to be work-related. Each employee shall report immediately in writing any work-related illness or accident to the immediate supervisor. The report shall be made on the forms provided within forty-eight (48) hours.



Employee Assistance Program (EAP)

The Chabot-Las Positas Community College District certifies that it will provide an Employee Assistance Program. The goal of the program is to:

1. Provide the opportunity for employees to obtain assistance with personal problems which may negatively impact quality of life and ability to function well at work.

2. Provide management with a resource for dealing effectively with troubled employees, thereby improving productivity and retaining valued members of the workforce.

In addition, family members are eligible to use EAP services whether or not accompanied by the employee.

College Administrative Services

Use of College Vehicles

Arrangements may be made through the Maintenance and Operations Office for use of college vehicles for authorized field trips, transportation of athletic teams, or other college business. Operators of college vehicles must be employees of the district and must have valid driver's licenses.

1. Once the donor and gift are identified, the faculty representative is to contact the immediate supervisor to determine the benefits and potential costs of the gift to the District.
2. A written recommendation is then submitted to the College President listing the gift, the donor's name, address and telephone number, the proposed use of the gift, its condition, value as estimated by the donor, and maintenance costs. If the donation is in the form of cash, a written recommendation indicating any condition of acceptance shall be included.
3. The College President will forward a recommendation to the Chancellor for transmittal to the Board of Trustees recommending its acceptance. If the gift is not in the best interests of the District, the Chancellor shall so notify the donor and the staff.
4. The District's Board of Trustees, at its regular meetings, is the only authority to accept gifts made to the College. Gifts to the College accepted by the Board of Trustees are acknowledged in writing by the Chancellor or designee.

General Classroom and Office Supplies

General classroom and office supplies may be obtained from the division office. General classroom supplies are defined as those items commonly used and consumed for instructional purposes, such as paper, pencils, chalk, markers, etc.

Acceptance of Gifts

Gifts are donations made to the District in the form of cash, equipment, supplies, and services for purposes of supporting the programs of the college and augmenting its financial resources.

The following is the established procedure to accept gifts to the District:

Purchase of Supplies and Equipment

Instructional supplies and equipment will be purchased only by the District Business Services Office.

Requisitions or Disbursement Requests (for amounts under \$500) must be approved by the division Dean and, for amounts in excess of \$200, the Vice President of Academic Services. Completed Requisitions/Disbursement Requests are submitted to the College Business Office. Items included in the approved budget will not be actually ordered until a requisition is submitted. Requisitions are to be complete as to specific description, amounts, size, color, model or catalog number and other appropriate data to permit the purchase of the item specified. The name or names of suggested vendors must be entered on the requisition. Do not enter any figures in the cost column at the far right of the form. Indicate the budget account to be charged. Certain accounts, such as specially funded programs and grants, carry unique requirements. See the Program Manager or division Dean for help in these cases.

In order to comply with the provisions of the Education Code and the rules of the Governing Board relative to purchasing and contracting, approximately four to six weeks should be allowed for delivery of the items requested following submission of the requisition. Prior approval must be obtained before expending or committing any funds of the District or College for which the instructor expects to be reimbursed. Purchases made without such approval **will be at the expense of the faculty member!**

Furniture and Equipment

The furniture and equipment in the classrooms, library, offices, and laboratories may not be moved from these locations without the prior approval of the division Dean. Unless specific authorization is obtained from the respective Dean, no furniture or equipment may be moved from the campus or used in homes or other locations.

Request for Service

Contact your division's Administrative Assistant for help submitting requests for special custodial and maintenance services. Except in emergencies, custodial and maintenance staff should not be approached by individual staff members. Requests for extensive work or service should be submitted via the College Office of Administrative Services well in advance of the desired completion date.

Mail

All mail and messages for individual faculty members will be placed in mailboxes provided in the Administrative Building Mailroom (Building 200). Faculty members are expected to check their mailboxes daily upon arrival and departure. Delivery and pickup of mail to and from campus offices and other areas on campus may also be made each day; check with your supervisor's office for information as to this service.

Faculty mailboxes may not be used either by District employees or others for any purpose other than official business, United States mail, or private communication. Political, commercial, personal- or private-profit solicitation materials may not be circulated through the college mail system. The following are examples of prohibited mailbox use:

Political

- Public office candidate materials
- Materials expressing particular points of view on public issues
- Political party materials

Commercial

- Advertisements seeking individual rather than college purchase of materials or services

Personal

- Bank statements, charge accounts, etc.

Private Profit

- Notices of personal property or products for sale, lease, or rent.

Non-Academic Facility Usage

Application for use of buildings and grounds may be obtained in the College Business Office. Faculty must allow at least five working days for application to be processed.

Use of Telephones

The college telephones are to be used for official business only. Faculty members expecting special telephone calls should alert the Switchboard Operator or





division Administrative Assistant concerning their whereabouts. If incoming telephone calls cannot be routed to the faculty member, the assistant will take a message.

Faculty members are urged to become acquainted with the various telephone features listed in the front of the district telephone directory in order to take advantage of the system's many special and time saving functions.

College Bookstore — Building 3800

All students are required to furnish their own textbooks and supplies, which are available at the College Bookstore. Textbooks are available for purchase or rental. The cost of books and supplies is a problem for some students. Faculty members can help alleviate the problem by:

- Not requiring texts and supplies not needed for the actual accomplishment of the course requirements.

- Referring students with financial need to the Financial Aid Office.

Suggestions from faculty members regarding the services of the Bookstore are invited. They should be directed to the Manager of the Bookstore.

NOTE: See Section C for information on Policies and Procedures for the Selection, Approval, and Ordering of Text Materials.

Department of Campus Safety and Security

The Chabot College Department of Campus Safety and Security is comprised of a unique partnership between Chabot College and the Hayward Police Department. The director is a sworn Hayward police sergeant who is augmented by a staff consisting of classified campus safety officers, classified dispatchers, hourly campus safety officers, and hourly student cadets. This blend of police and civilian staff affords a greater range of services to our campus community. Officers are on duty at all times when classes are in session, and on weekends and holidays to patrol the campus. Officers enforce the laws of the State of California and regulations adopted by the Board of Trustees of the Chabot/Las Positas Community College District.

Chabot College is concerned about the safety and welfare of all members of the college community and is committed to providing a safe and secure environment. Although the college has been fortunate in not having experienced a significant number of criminal incidents, it would not be honest to assume such incidents could not take place. Therefore, we have developed policies and procedures designed to prevent or minimize the potential for criminal events before they take hold. Please take the time to read the section on crime prevention, safety programs, and crime statistics or contact the Department of Campus Safety and Security for more details.

Contacting the Department of Campus Safety and Security

The Chabot College Safety and Security Department public office is located in Building 200, Room 203. When the office is closed, the on-duty security officer can be contacted by telephone in the following ways.

- From any off-campus telephone dial (510) 723-6923 or 6923 from any college phone.
- Activate any one of the emergency call boxes located throughout the campus.
- **FOR EMERGENCIES DIAL 911 FROM ANY PHONE.**

Hours of Operation and Access to College Facilities

Classroom buildings and other instructional areas on campus will be opened each day by custodial personnel.

Faculty will be given access to work spaces as needed by their job assignment by obtaining written approval of the appropriate manager. Faculty members must return all keys issued to them by the District upon separation from the District or upon the request of the District. **Under no circumstances are staff members to have duplicate keys made from keys issued to them, or to loan keys to students.**

The college's normal hours of operation are printed on signs at every entrance to the campus. They are: 7:00 AM to 10:00 PM Monday through Friday and 7:00 AM to 5:00 PM on Saturday. There are typically special events that take place after the normal hours of operation; however, access is restricted to the special event(s). Individuals who need to be in campus buildings or areas outside the normal hours of operation must obtain authorization from their supervisor and must notify the on-duty campus safety officer of their presence. All students, faculty and staff have been issued ID cards which they may be asked to produce if there is a question about their authorization to be in a specific area before, during, or after the normal hours of operation.

Many college buildings, classrooms and labs are protected by intrusion alarms. Do not enter the area until an instructor or authorized person has deactivated the alarm. We are all responsible to ensure the safety and security of our college buildings and facilities. Ensure all doors and windows are locked when rooms are unattended. Turn off lights, gas, machinery, or equipment when not in use. Activate the intrusion alarm system if applicable. Report any problems with safety or security of our buildings, facilities, or areas promptly to the Campus Safety and Security office.

Parking

Parking on campus is a privilege extended by the Board of Trustees to the faculty, staff, student body and guests. To ensure safety and the efficient use of available parking space, parking rules and regulations adopted by the Board are enforced all year round. There are no grace periods or exceptions to the parking rules and regulations without the expressed direction of the Director of Campus Safety and Security. Drivers using college parking lots shall comply with the rules and regulations adopted by the Board of Trustees pursuant to California Vehicle Code section 21113. Failure to comply with the parking rules and regulations may result in disciplinary action, the

issuance of a parking citation and/or cause the vehicle in violation to be towed at the owner's expense. Please refer to the Parking Rules, Procedures, and Information bulletin or contact the Campus Safety and Security Department for more information.

Safe Ride Program

The Department of Campus Safety and security offers escorts to the campus community to and from the parking lots. To arrange to have an escort accompany you from your classroom or office to your vehicle, dial 6923 from any college phone, or activate a nearby emergency Talk A Phone. An escort will be dispatched by radio to meet you at your location.

Emergency Talk A Phones are outdoors in all the parking lots and adjacent to the athletic fields. They can be found by locating the red Emergency Talk A Phone or illuminated blue light during darkness. Simply follow the directions on the Talk A Phone for assistance. The location of our red Emergency Talk A Phones can be found under the parking lots section of this publication.

Emergency Campus Telephones can be found in all of our elevators and buildings. The telephones are marked "Emergency Telephone" and most are contained inside a red or white metal box mounted to the wall. Simply open the box, pick up the phone and follow the printed directions. Elevator phones will dial directly to the Campus Safety and Security Office while other phones require you dial the Campus Safety and Security extension (6923 or 6666). Please familiarize yourself with the locations of the emergency phones in the areas you travel on campus.

Lost and Found

A centralized lost and found is located in the Campus Safety Office in Room 203, Building 200. Articles deposited with the lost and found are held until the end of each semester. After this period, unclaimed items will be disposed.



Reporting Crimes, Suspicious Activities, or Safety Hazards

All members of our campus community must share responsibility in reporting crimes, suspicious activities, and safety hazards to keep our campus safe for all. Crimes against persons and violent crimes will be investigated on campus jointly by the Hayward Police Department and the campus safety officer. Crimes against property will be investigated by a campus safety officer unless the incident involves a substantial loss or theft of a motor vehicle. Suspicious activities and safety hazards will be investigated promptly by the on-duty campus safety officer who will delegate the appropriate resources to resolve the incident.

INFORMATION SERVICES

TECHNOLOGY SERVICES

AUDIO VISUAL SERVICES

CHABOT COMPUTER SUPPORT (CCS)

WEB SERVICES

DISTRICT INFORMATION TECHNOLOGY
SERVICES (ITS)

LIBRARY SERVICES

REPRODUCTION
GRAPHICS SERVICES

STAFF DEVELOPMENT



SECTION E

Technology Services at Chabot

Audio Visual Department

Our new and remodeled buildings contain Smart Classrooms with:

- Presenter's Station
- Resident PC
- Local monitor
- VHS/DVD combo player
- Closed Captioning Decoder
- Ceiling mounted projection system
- Ceiling mounted speakers
- Motorized Screen

For information on what equipment is available in classrooms and instructions on how to operate them, go to <http://www.chabotcollege.edu/audiovisual/>

Report problems with the equipment in your classroom to your Division's Administrative Assistant, who will make arrangements with the contacts below to solve the problem.

One-time requests for equipment for special events should be emailed to Don or John.

How to contact:

<http://www.chabotcollege.edu/audiovisual/>

- Michael Seaton , Supervisor 723-6992
- Don Fuller, AV Services Specialist 723-7225
- John Sims, AV Services Specialist 723-6757

Chabot Computer Support (CCS)

- Computer hardware/ software
- Desktop and laptop computers
- Phones
- Network
- Software licensing tracking

- Web and application servers

How to contact: call the Help Desk at 925-424-1715.

Online Learning Support

How to contact:

- **Online Teaching/Blackboard Faculty Support**
Online Teaching / Blackboard Faculty Support (includes Technical Support), Blackboard System Administration, Instructional design, Respondus, Safe-Assign, EduStream. For help with these resources, please use the online form (<http://www.chabotcollege.edu/cws/Blackboard/help/help.asp>) or email bbhelp@chabotcollege.edu.
- **Online Learning Student Support**
Online Learning / Blackboard Student Support (includes Technical Support), Online Learning/ Course support. For help with these resources, please use the online form (<http://www.chabotcollege.edu/online/help/default.asp>) or email onlinelearning@chabotcollege.edu.

District Information Technology Services (ITS)

- Networking/ desktop support
- Programming
- Operations
- User support/training staff
- Web for Faculty/CLASS-Web
- The Zone
- GroupWise
- Banner



How to contact: call the Help Desk at 925-424-1715.

Software Tutorials

- Software tutorials for the standard software provided on Chabot campus computers

How to contact:

<http://www.chabotcollege.edu/softwaretutorials/>

Reprographics Center

Hours: 7:00 AM to 6:00 PM Mon. - Thurs.
7:00 AM to 3:00 PM Friday

Contacts:

Craig Shira, Graphic Arts Technician III
723-6754

Lorenzo Iriarte, Reprographic System Tech.
723-6761

Phyllis Webb, Reprographic Assistant
723-7215

Express Services

Copies while you wait!!

Request Forms are located online or in Building 200, Room 221

- Fill out a Request Form
- Do not forget to include your departmental charge account number
- Walk your request to the Express Service window
- Allow enough time for us to run your job, approximately 30 minutes.

Remember, express does not mean instantaneous

- Please adhere to the guidelines outlined below.

Originals

- 8.5 x 11, 20# white paper
- clean and prepress/camera ready (leave 1/2" white margins)
- No staples, no paste-ups, no colored paper
- limited number of separate requests

Copies

- 8.5 x 11, 20# white paper
- up to 1000 total impressions
- one- or two-sided copies
- automatic staple (upper left corner)
- black and white printing only

Standard Copy Service

Up to 10 business days required depending on the project.

Includes digital duplicating in black and white or full color, bindery, lamination, large format banners and posters. Examples are stationery, business cards, forms, booklets & study guides, special events programs and flyers.

Request Forms are located online, or in Building 200, Room 221. Prepare prepress/camera-ready artwork and submit in digital format along with a completed Request Form. Do not forget to include your departmental charge account number on the Request Form.

- Take completed Request Form to Room 221
- Email your electronic project in PDF format to: cc-copycenter@chabotcollege.edu
- Allow 3 to 10 business days. Processing time may vary based on the complexity or quantity of project submitted.

Graphic Arts

Creative talent is characteristic of our Graphics Department. We provide a wide range of illustrative services which encompass:

- design consultation
- illustration
- layout and design
- creation of camera-ready artwork

We can help you plan your project from conception through pre-production. Projects range from the very simple to the highly complex.

We can assist you with creating business cards, stationary, brochures, newsletters, mailers, flyers, signs, posters, instructional and promotional materials. Attention to detail, high quality, and customer satisfaction is of utmost importance

throughout this process. The Graphic Arts Technician can manipulate digital text and graphic files to create full graphic compositions (images, drawings, charts, graphs, and illustrations) for production. We can accommodate multiple file formats and computer platforms employing conversion software.

Helpful Hints

- plan your project
- provide clear and legible instructions
- submit files electronically or on portable media
- allow sufficient time to meet timelines

Contact:

Craig Shira, Graphic Arts Technician III
723-6754

Library Services

Library

Services

- Class orientations - Library Research, Internet
- Library skills course
- Internet course
- General reference desk assistance
- Reserve collections
- Full-text periodical database and Microfilm area
- Periodicals, newspapers, special indexes
- Interlibrary loans

Description of Services

A broad range of informational, reference, and instructional services has been developed to meet the needs of students, faculty, and staff.

Location, Phone Number, and Service Hours

Visit the Library's web page at <http://www.chabotcollege.edu/library/> for links to many library services, including service hours.

Building 100, Second Floor
Reference 723-6764 or 723-7006
Reserve Book Request 723-7112
(Form is linked from the web page listed above)

Audiovisual Center

Services

- Audiovisual materials circulation
- Audiovisual materials playback
- Reserve collection



Description of Services

The Audiovisual Area houses nonprint materials, such as audio and visual cassettes, records, filmstrips, DVDs, and compact discs along with study carrels containing listening and viewing equipment.

Location, Phone Number, and Service Hours

Visit the Library's web page at <http://www.chabotcollege.edu/library/> for links to many library services, including service hours.

Building 100, Second Floor Mezzanine 723-6766

Student Computer Lab

The Student Computer Lab is located on the mezzanine of the Library and is open to all currently registered Chabot/Las Positas College students. It now contains over 120 computers available for word processing, web searching, Email, and Microsoft Office Applications. There is always at least one lab assistant available to assist students.

The computer lab has a high-speed internet connection. Printing in the lab requires payment of a fee.

To use the lab, students need:

- Chabot/Las Positas College ID card, which must be left with the lab assistant for each computer that is being used in the Lab.
- Removable storage media such as USB flash drive or diskette

Staff Development

The Chabot Staff Development Committee is made up of representatives from the entire college staff—classified, faculty, and administrators. Members are chosen by the senates, academic divisions, or are appointed by the administration.

The committee meets to consider the funding of proposals and to discuss and plan ways to further enhance professional development at Chabot College. The

schedule of meetings for the academic year is announced following the first planning meeting of the year, which is held in August.

For more information, please visit the Staff Development Web Site at <http://www.chabotcollege.edu/StaffDevel>.

ABBREVIATIONS & ACRONYMS

FORMS



APPENDIX

Abbreviations and Acronyms

ADA	- Americans with Disabilities Act	EAP	- Employee Assistance Program
AFDC	- Aid to Families with Dependent Children	ECD	- Early Childhood Development
A&R	- Admissions and Records	EOPS	- Extended Opportunity Programs and Services
ASCC	- Associated Students of Chabot College	FKCE	- Foster & Kinship Care Education
CAH	- Calculated "A" Hour	FSAs	- Faculty Service Areas
CalWORKs	- California Work Opportunities and Responsibility to Kids	FTEF	- Full-Time Equivalent Faculty
CAPP	- California Academic Partnership Program	FTES	- Full-Time Equivalent Student
CARE	- Cooperative Agencies for Resources and Education	ILP	- Independent Living Program
CBO	- Chief Business Officer (Vice President, Business Services)	IT	- Information Technology
CEMC	- Chabot Enrollment Management Committee	LPC	- Las Positas College
CEO	- Chief Executive Officer (President)	PACE	- Program for Adult College Education
CFIER	- California Foundation for Improvement of Employer-Employee Relations	PFE	- Partnership for Excellence
CIO	- Chief Instructional Officer (Vice President, Academic Services)	PIC	- Private Industry Council
CLPFA	- Chabot-Las Positas Faculty Association (Certificated)	PRBC	- Planning, Review and Budget Council
COA	- Commission on Athletics	RFP	- Request for Proposals
COOL	- Committee on Online Learning	RUMBL	- Retirees Unfunded Medical Benefits Liability
CSSO	- Chief Student Services Officer (Vice President, Student Services)	SEIU	- Service Employees International Union (Classified)
CSU	- California State University	TANF	- Temporary Assistance to Needy Families
CSUEB	- California State University, East Bay	TOPS	- Taxonomy of Programs
DSPS	- Disabled Students Programs and Services	TQM	- Total Quality Management
DSRC	- Disabled Students Resource Center	UC	- University of California
		WEEP	- Work Experience Education Pathways
		WRAC	- Writing and Reading Across the Curriculum
		WSCH	- Weekly Student Contact Hours





Chabot College Faculty Handbook

CHABOT COLLEGE
Office of Academic Services

I hereby waive all claims against the Chabot-Las Positas Community College District and the State of California for injury, accident, illness, or death during or by reason of the following field trip:

Class	Date(s)	Location of out-or-state field trip
-------	---------	--

_____ Name of Faculty Member	_____ Name of Student (please print)
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_____ Signature of Student	_____ Signature of parent/guardian of minor student under 18 years of age
-------------------------------	---

Date





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