

FULL-TIME FACULTY HANDBOOK

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Las Positas College
FULL-TIME FACULTY HANDBOOK
Academic Year 2016-2017

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The Purpose of this Full-Time Faculty Handbook

Las Positas College adheres to the Mission of the California Community Colleges and the Policies of the Chabot-Las Positas Community College District. Information in this Handbook is distilled from major documents of the College and the District. For a more complete treatment of these topics, please see the cited source document, such as the Board Policy Manual or the College Catalog. Where the CLPCCD/CLPFA Agreement is referenced in this Handbook, citation will reference the Article, e.g., (See Article 9).

Mission of Las Positas College

Las Positas College adheres to the Mission of the California Community Colleges. The College has also adopted its individual Mission Statement (see the College Website or the College Catalog, 2014-2016, page 4).

The District and the Colleges

Las Positas College and our sister school, Chabot College in Hayward, are public community colleges under the jurisdiction of the Chabot-Las Positas Community College District. The District includes those portions of Alameda County and small areas of Contra Costa County that 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

Most Las Positas students live in the cities of Livermore, Pleasanton and Dublin, with smaller numbers living in Castro Valley, San Ramon, Danville, Sunol and other surrounding communities. A significant number of students live over the Altamont Pass in Tracy and other San Joaquin County communities.

The history of the District and the philosophy, objectives, offerings, and procedures of Chabot College and Las Positas College are described in the 2017-18 College Catalog.

Academic 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 day of Orientation. (Article 8)

Board of Trustees

By authority of State law, the Chabot-Las Positas Community College District is governed by 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 publishes these in the Board Manual. The Board reviews and adopts the budget for each fiscal year; it is mandated to approve expenditures of funds. The Board has ultimate control of

appointments, assignments, and dismissals of District personnel. Also, the final responsibility for the educational program and for the creation and maintenance of the facilities required for the program are approved by the Board.

The Board of Trustees appoints a Chancellor to act as the District Executive Officer. Complete revised Board Policies and Administrative Procedures can be found by going to <http://www.clpccd.org/board/BPRevisedIndex.php>

Board Meetings

The Board of Trustees schedules regular meetings the third Tuesday of each month. Additional meetings may be scheduled on the first Tuesday of the month. All meetings of the Board are open to the public, but as provided by law certain matters may be discussed in executive session. Copies of the agenda and location of each Board meeting are available in Building 100 for the entire staff and faculty of the College and are also posted on the College and District E-mail system, as well as on the District website.

Board Manual

All policies, rules and regulations regarding faculty which have been adopted by the Board of Trustees and which are not in conflict with the collective bargaining agreement appear in the Board Manual. The Board Manual is posted on the District website.

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.

Collective Bargaining Agreements

A number of matters affecting employment conditions of Las Positas College faculty and staff are covered by collective bargaining agreements between the District and either the Chabot-Las Positas Faculty Association (CLPFA, faculty) and Service Employees International Union 1021 (Classified staff). Faculty members should familiarize themselves with the Collective Bargaining Agreement between Chabot-Las Positas Community College District (CLPCCD) and Chabot-Las Positas Faculty Association (CLPFA). Copies of these agreements are provided to each employee and are on file in College administrative offices, the Library, the District Office of Human Resources, and on the District Human Resources website (www.clpccd.org/HR).

Catalog (College Catalog and Addendum)

The Las Positas College Catalog is an official publication of the District and 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 may be changed and will be updated in ensuing official publications. Las Positas College publishes the College Catalog on an annual schedule; in the spring term, limited changes or corrections are published in the Catalog Addendum. 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.

College Governance

The Shared Governance Handbook, approved by the Board of Trustees January 2015, presents an overview of Shared Governance at LPC starting on page 12. This document can be located on the Grapevine at:

<http://grapevine.laspositascollege.edu/administration/documents/LPCSharedGovernanceHandbook-BOTApprovalJan.2015.pdf>

Introduction

The shared governance structure of Las Positas College is reflective of an institutional decision-making process that includes representation from all constituents (students, classified professionals, faculty, and administrators) in recommending policies and/or procedures (exclusive of collective bargaining issues) to the President, Chancellor, and Board of Trustees.

The shared governance process is based upon the mutual belief and tradition that the development of College policies, procedures, and recommendations is made by consensus and built upon campus-wide involvement of students, faculty, classified professionals, and administrators. This belief is founded on the premise that, while each group has unique responsibilities and authority, many issues – because of their effect on the operation of the College as a whole – are not exclusive. Through the active engagement and participation of all constituency groups on campus, there is strong commitment to the successful implementation of policy decisions resulting from college-wide recommendations.

This process is in concurrence with the recognition by the Board of Governors of the California Community College System and the CLPCCD Board of Trustees (Policies 2015, 2016, 2017, and 2018) that all key parties participate in college and district governance in accordance with Title V (§ 51023.5, 51023.7, 53200, 53201, 53203, and 53204).

All members of the Las Positas College campus community are invited and encouraged to attend committee meetings. Although there are specified Voting and Non-voting members for each committee, the college encourages any interested faculty, staff, student or administrator in attending any committee meeting based on their interest.

College Committee Structure

The vehicle by which the consultation process shall function and be organized is the Standing Committee structure. The following College committees are established as standing committees under the College Governance document.

Committees Reporting to College Council or President

- Accreditation Steering Committee
- College Council
- College Enrollment Management Committee (CEMC)
- Facilities & Sustainability Committee
- Health & Safety Committee
- Institutional Planning & Effectiveness Committee (IPEC)
- Program Review Committee (PRC)
- Resource Allocation Committee (RAC)
- Staff Development Committee
- Technology Committee
- Student Success and Equity Committee

Committees Reporting to Academic Senate

Basic Skills (BaSk) Committee
 Curriculum Committee
 Distance Education (DE) Committee
 Faculty Hiring Prioritization Committee
 Administrative Unit Outcomes (AUOs)
 Student Learning Outcomes (SLO) Committee
 Student Success and Equity Committee

Task Forces and User Groups Reporting to Administrators

Task Forces:

Academic Fairness Task Force (currently inactive)
 Commencement Task Force
 Community Outreach (currently inactive)
 Scholarship Task Force
 Student Grievance Task Force
 Guided Pathways Taskforce

User Groups:

Bookstore User Group
 Food Services User Group

Other committees may be developed to address “other academic and professional matters” and come together periodically for specific purposes and functions. Membership is voted or volunteered.

The College Governance Model is posted on the Intranet and is available from the Office of the President.

College Foundation (Las Positas College Foundation)

The Las Positas College Foundation believes that the educational environment at a truly distinguished college must be broad and robust. It was founded to ensure that the students – and, ultimately, the broader communities that LPC serves – have a premier community college that fulfills the many mandates for which it was founded.

The specific goals of the LPC foundation flow from the Mission Statement. They are two-fold: 1) To inform and educate the communities served about the special treasure that they have in the College and 2) to give the residents of the Tri-Valley an opportunity to invest in the future of their asset: Las Positas College. Our several communities are better in so many ways for having and supporting such a special institution. Investments in the LPC Foundation help underwrite the College’s commitment to educational excellence and community involvement.

The core components of the Foundation’s development outreach are:

- Developing Corporate Partnerships
- Cultivating Major Investors
- Encouraging Individual Investors
- Staging Special Events
- Applying for Private and Government Grants
- Launching an Effective Web Site

Selectively Using Direct Mail

The Foundation has created a campus-wide Needs Assessment Committee that meets quarterly during the school year. It is comprised of all segments of the campus community (i.e., students, faculty, classified staff, and administrators) and functions as a source of non-binding input to the Foundation's Board of Directors.

The Foundation has a long-range goal of building an endowment that will permit investments that will generate sustaining income. It has also made a commitment to supporting the campus community in tangible ways, e.g., through awarding student scholarships, improving instructional quality through awarding grants to staff and faculty, underwriting campus and community cultural and athletic events, providing a chairlift for disabled persons in the Aquatic Center

More information is available from the Foundation CEO.

Communication, Faculty-Administration

Faculty members are urged to consult an appropriate administrator both to offer and to seek information, counsel, or direction. In general, faculty members are encouraged to start with their Division Dean. However, the organizational structure of the College does not preclude a faculty member from consulting with other administrators. In any event, should a faculty member fail to receive satisfaction from the administrator to whom he or she is immediately responsible, the member may always exercise the right of appeal to that administrator's supervisor.

Academic Senate (Faculty Senate)

The faculty of Las Positas College have established an Academic Senate, which participates in the formation of District policy on academic and professional matters. Faculty may secure information about the Academic Senate through Senators elected from each division, or from Senate officers elected college wide.

The Academic Senate represents the faculty in collegial consultation related to certain academic and professional matters as defined in Title V of the Ed Code. On these selected matters, the Board of Trustees "rely primarily"* upon the advice and judgment of the Academic Senate in the following areas listed in Ed Code and is consistent with Board Policy.

- Curriculum, including establishing prerequisites and placing courses in disciplines;
- Degree and certificate requirements;
- Grading policies;
- Standards or policies regarding student preparation and success;
- Faculty roles and involvement in accreditation process, including self-study and annual reports.

The Academic Senate will also participate through "mutual agreement"* in the following areas:

- District and college governance structures, as related to faculty roles;
- Policies for faculty professional development activities;
- Processes for institutional planning and budget development;
- Regulations and procedures relating to health and safety;
- Educational program development;
- Processes for program review.

*The complete *College Governance Model* is posted on the Intranet and is available from the Office of the President.

Academic Freedom

Academic freedom protects teaching and learning by encouraging the free flow of ideas.

Academic Freedom exists to promote freedom to
 inquire
 teach and express ideas or facts without constraint
 engage in intellectual debate
 develop, nurture, and exchange ideas and opinions
 encourage creativity in academic endeavors

Academic Freedom ensures freedom from
 imposition of political, religious, or philosophical beliefs of others
 reprisal
 censorship

Academic Freedom carries the responsibilities implicit in all freedoms: truth, honesty, integrity, and respect.

The complete scope of Academic Freedom rights for faculty is set forth in Article 23 of the CLPCCD-CLPFA collective bargaining agreement and the "Academic Freedom Statement" Appendix to the CBA. CLPCCD Board Policy 4030, "Academic Freedom," further details the District's commitment to Academic Freedom.

Academic Honesty (Students)

Las Positas College promotes student success by providing high quality instruction and learning resources. The primary factor in student success, however, is the student's devotion of considerable time and energy to the learning process. A high grade in a Las Positas College course is, therefore, something of which both the College and the student can be proud. It indicates mastery of the material achieved through hard work.

Any form of academic dishonesty, whether cheating or plagiarism, undermines the value of grades for the entire student body and the College as a whole. It is an affront to every student who has labored to achieve success honestly and a threat to the College's reputation for academic excellence. For these reasons, the College does not tolerate any form of academic dishonesty. Any student attempting to gain an unfair advantage in a course will be severely penalized, up to and including suspension from classes. The actions taken against the student will also be permanently entered into the student's record in the case of repeated, flagrant, or serious incidents.

For purposes of this policy, the following definitions apply:

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment. It may involve:

- Copying or attempting to copy from others during an examination or for an assignment;
- Communicating examination information to, or receiving such information from, another person during an examination;

- Preprogramming a calculator or computer to contain answers or other unauthorized information for examinations;
- Using, attempting to use, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment or examination in question, such as: books, Web sites, prepared answers, written notes, or concealed information;
- Allowing others to do one's assignment or a portion of one's assignment or using a commercial term paper service;
- Allowing someone else access to your secure online classroom to complete assignments or portions of assignments;
- Gaining unauthorized access to another student's online classroom account;
- Altering examination answers after an assignment has been completed or altering recorded grades, and;
- Resubmitting a previously written assignment for a new course without the permission of the instructor.
- Plagiarism is defined as using another's work (whether printed, electronic, or spoken) without crediting him or her. Whereas cheating is almost always intentional, students sometimes plagiarize accidentally. It is vital, therefore, for students to understand the many different kinds of actions that constitute plagiarism:
- Submitting the whole of another's work as one's own (see the definition of "cheating" above: this includes submitting another student's paper or a paper obtained from a commercial term paper service as one's own);
- Using the exact wording of a source without putting that wording in quotation marks and citing it;
- Paraphrasing the wording of a source without citing it;
- Inadequately paraphrasing the wording of a source (not only the words, but the sentence structure of the original must be changed);
- Summarizing the ideas of a source without citing it; and;
- Overusing the ideas of a source, so that those ideas make up the majority of one's work.

From discipline to discipline and course to course, students will find that instructors will sometimes use teaching tools like modeling (in which the student is asked to "model" his or her writing after another's) or collaboration (in which students co-write or share ideas for an assignment) that seem very close to plagiarism. In cases like these, the instructor will be very careful to emphasize that the "use of another's work" is occurring within the specific

parameters of the assignment. Such use should not occur in other contexts or without the supervision and consent of an instructor.

Definition of plagiarism influenced in part by the academic honesty policies of Ohlone College, Fremont, California and Hamilton College, Clinton, New York: by "What is Plagiarism," Turnitin.com Oakland: iParadigms, 2003. 10 Feb. 2004; and by Robert A. Harris, The Plagiarism Handbook (Los Angeles: Pycszak Publishing, 2001)

Any violation will be processed in accordance with the College policy on student misconduct. Actions can be taken to suspend, expel or impose other sanctions as appropriate. The actions will also be noted in the student's file in the case of repeated, flagrant or serious incidents. Information regarding this Policy can be found in the Office of the Vice President of Student Services, Building 1600.

Academic Integrity (Faculty)

Las Positas College recognizes and upholds the highest standards of integrity as an academic community. The Academic Senate of Las Positas College, in its Statement of Academic Honesty (2012), has clearly defined standards of academic honesty expected of all students, and does not tolerate any form of academic dishonesty from them. The Academic Senate of Las Positas College likewise views misdeeds of academic dishonesty by faculty members, including plagiarism in any pursuit, to be unsuitable, insupportable and repugnant. (Las Positas College Academic Senate, Resolution Adopted 8/20/2008)

Disciplines (Primary and Secondary Defined)

The primary discipline is the discipline for which the faculty member was hired. The secondary discipline(s) is the additional discipline in which the faculty meets minimum qualifications. In the event a faculty member is under loaded, i.e., unable to achieve a load equal to a full-time service obligation in their primary discipline, the faculty member shall be eligible to take an assignment for load in a secondary discipline. (Article 10C) The Courses Placed in Disciplines list is available through the Division Office.

Assignment, Faculty (Also Office Hours and Schedule)

All full-time faculty shall be given a teaching, counseling, or librarian assignment scheduled by the Office of Academic Services or Office of Student Services and approved by the College President.

Management will develop academic discipline and individual schedules, in consultation with Contract and Regular faculty that will provide for student needs and will maximize faculty performance by considering faculty preferences and the avoidance of unreasonable time periods. Management and faculty coordinators will work with each faculty member to develop a schedule that avoids unreasonably long time gaps between classes and unreasonably short time gaps between the end of one work day and the beginning of the next work day. This process will consider faculty preferences and professional development opportunities, including the opportunity to teach in a faculty member's primary and secondary discipline. To teach in a secondary discipline requires that the faculty member meet minimum qualifications. Priority to teach in a secondary discipline is given to faculty members who are unable to meet their full-time service obligation because not enough assignments are available in their primary discipline. By mutual consent of the Vice President of Academic Services and the faculty member who is qualified to teach in more than one discipline, a faculty member may fulfill his/her full-time service obligation with assignments from more than one discipline, even when there are assignments available in their primary discipline. (Article 10)

No fewer than eleven (11) consecutive hours shall normally elapse between the end of the last assigned hour that is part of regular load on one day and the beginning of the first assigned hour that is part of regular load on the following day, unless agreed to by the individual faculty member. Insofar as possible, a reasonable assignment for full-time teaching and counseling faculty is a day of six (6) continuous hours.

Full-time faculty members teaching half time or more are required to establish their on-campus schedule each semester. This requirement is necessary in order that faculty members can be located while on campus, may be protected by insurance, may be certified for payroll purposes and for leaves of absence. (Article 9)

Assignment, Faculty: Full Service Week

See Article 10C.1

A full-service week is required of all full-time faculty unless prior arrangements are agreed to in writing by their Dean. These prior arrangements may include a four-day scheduled assignment with the approval of the appropriate Vice President certifying that the four-day schedule is consistent with the Discipline Plan approved by the College Enrollment Management Committee. Faculty members on a four-day schedule are accountable for committee and required meetings on days other than their scheduled assignments days if they have less than a five-day on-campus assignment. See Article 10 for specific Annual Load requirements and other faculty responsibilities.

Assignment, Faculty: Overload Assignment

Overloads are voluntary assignments of a Regular, Contract, or Temporary Leave Replacement unit member to additional instructional, counseling, librarianship, or other unit member duties beyond those required of a full-time faculty member. During a contractually authorized semester for instructional faculty unit members, overload refers to units exceeding 15 Calculated A Hours (CAHs) and/or their equivalent assignment (Article 10). Full-time faculty may workload bank and do an overload assignment during a semester; however, the total from both the overload and workload bank shall not exceed fifty percent (50%) of a full-time load or 2 classes if they would not exceed sixty percent (60%). For additional information see Article 10D.11.

Assignment, Faculty: Workload Residuals

When a faculty member's completed assignment results in an underage or overage of more than five (5) CAH, the overage or underage must be brought to five (5) or less within two (2) academic years. (Article 10D.9)

Assignment, Faculty: Alternate Duty

Faculty alternate duty assignments are any assignment which includes more than four (4) CAH per semester of duties which are not part of the conventional faculty assignments. Alternate duty assignments are calculated on the basis of 2.5 weekly hours per one (1) CAH. For example, a 2 CAH (.13 FTEF) reassigned time assignment for being a discipline coordinator requires a weekly commitment of five (5) hours per week. (Article 10C.3.)

Assignment, Faculty: Summer Session

Priority for summer sessions assignments is given to Contract and Regular faculty (Article 10D.c.).

Assignment, Faculty: Summer Workload

If there is no adverse effect on students or programs during the regular academic year and if mutually agreed upon by the faculty member and appropriate Vice President, up to two Summer assignments can be counted toward the academic year load requirement. These earned summer workload units will result in a parallel reduced load during the academic year immediately subsequent to the agreed-upon Summer assignment(s) at the faculty member's discretion. Moreover, the faculty member is responsible for fulfilling all of his/her professional obligations during the academic year, commensurate with a full load (Article 10).

Coordinator, Faculty

Coordinator refers to a faculty member, not a manager, who facilitates tasks in support of student-instructional or support activities, in consultation with faculty and his/her supervisor (Article 1). Coordinator duties are "alternate duty assignments" (Article 10). 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 rotational unless no other qualified person is available to serve.

It is understood that coordinators, while they have an advisory role, do not perform administrative supervisory functions. Coordinator duties performed as an overload assignment shall be paid on the Alternate Duty/F Hour Assignment rate (Article 21G.2 - F Rate on Salary Schedule) or receive workload banked credit. (Articles 1C.1g., 10C.3, 10C.4b.)

Change of Address, Telephone, or Name

Each unit member will inform the Office of Human Resources of any change in name or residence address and telephone number (Article 16-1C). Forms may be obtained from the College Administrative Assistant in Building 1600 (Ext. 1632).

Class, 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. (CLPCCD/CLPFA Agreement, Article 9A.3)

Classes, Large Lecture Enrollment

In accordance with the division discipline plan, faculty may elect to schedule a large enrollment lecture section. All large lecture classes must be pre-approved and scheduled with mutual agreement with the faculty, the appropriate Dean, and the Vice President of Academic Services. In the event that more unit members wish to teach large sections than there are suitable rooms available, a rotational schedule shall be used. Compensation will be contractual on the basis of Article 10E.3 of the Contract.

Commencement

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. (Article 8C.3)

Complaints and Derogatory Messages, Disposition of

Signed letters of complaint of a derogatory nature sent to the District or College shall be directed to the appropriate College President where a unit member is employed. The Collective Bargaining Agreement contains procedures to be followed when signed complaints are made in writing to the President (Article 16-1). Written documents that do not contain the handwritten signature of the originator shall be retained in a separate and secure file within the HR department (Article 16-1).

Enrollment Management

The purpose of enrollment management is to improve the District's economic productivity while not adversely impacting academic quality. Improvement in the District's economic productivity is pursued and accomplished through the cooperation of the management staff, classified staff, and the faculty staff equally. Improvements in the District's economic and academic productivity must be achieved in conjunction with, and not at the expense of, student access, student success, and student equity. The District Enrollment Management Committee (DEMC) has the responsibility to establish the WSCH/FTEF goals for each college. Each college has a College Enrollment Management Committee (CEMC) responsible for establishing Discipline Productivity Goals and will serve as a resource to the faculty on the planning for and implementation of cost-effective productivity goals. Each of the College disciplines, or grouping of disciplines, will work with their Dean and the CEMC to develop a discipline plan for achieving their recommended WSCH/FTEF goal (Article 26).

Equal Opportunity : Diversity and Employment, Faculty and Staff

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 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 District's Staff Diversity and Equal Opportunity Plan shall be adopted by the Board of Trustees as a guideline for use in this District. With this program, the District shall actively seek through recruitment, employment and promotion to bring about a representative distribution among employees as to age, sex, racial and ethnic groups. This will be done in such a manner as to avoid a reduction in the standards of employee performance or discrimination against some persons in order to increase opportunities for others.

This policy extends to all terms and conditions of employment in all job classifications and positions.

The procedure for Reconciliation of Complaints regarding unlawful discrimination is included in the Administrative Procedures, and Board Policy.

Evaluation, Faculty (Tenured)

The purpose of faculty evaluation is to provide students the best quality education possible, in the context of the objectives of each instructional area. This is achieved through the professional growth and development of all persons involved in the evaluation. The evaluation process is designed to assist faculty in examining their objectives, techniques, and

accomplishments, and to provide a means to recognize outstanding performances, 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 evaluatees. See Article 15 of the Contract for Guiding Principles, Faculty Standards, Procedures, and required components of the Tenured Faculty Evaluation process.

Evaluation, Faculty (Untenured)

In the granting of tenure, a peer review process will be used to ensure that probationary instructors demonstrate the qualities and performance necessary to meet professional responsibilities. Through an ongoing evaluation process, the decision to grant tenure generally occurs at the end of the fourth year for a probationary faculty member. In the normal process, the tenure committees, made up of faculty peers and administrators, recommend to the Board of Trustees appropriate faculty for tenure. See Article 14 of the Contract for the Guiding Principles, Faculty Standards, Procedures, and required components of the Untenured Review process.

Facilities, College and District (Faculty Use and Access)

Instructors are encouraged to use College facilities to improve and assist their work with students during regular operational hours. Approval to use College facilities may be obtained through submission of Facilities Use forms, available on the College Website, to the Office of College Administrative Services. Approval should be obtained before facility use is scheduled or event is publicized.

Access during prohibited hours requires prior notification to the College President or designee who will notify Security in advance. Instructors must contact Security upon arrival.

Access to the facilities is *prohibited from 11 p.m. – 6 a.m.*

During periods of Institutional Closure, there will be no access to District facilities, except for authorized unit members or if applicable, the general public at pre-approved scheduled events in specific facilities (Article 9H).

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, including any subsequent modifications thereof. The latest version of the Disciplines List shall be on file in the Office of Academic Services (OAS) and the Office of Student Services (OSS).

The CLPCCD/CLPFA Agreement, Article 22, details the structure of FSAs, including Minimum Qualifications and Competency Standards and describes the process for establishing an FSA, the annual application process and the appeal process.

Free Speech

See Article 23D of FA-District Contract.

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. Definitions and procedures for grievances are explained under Article 7.

Intellectual Property

It is the policy of the Chabot-Las Positas Community College District to encourage faculty members to create materials as an inherent part of the educational mission of the College. Materials include, for example, books, study guides, lectures, films, computer programs, works of art, etc. See Article 27A of the Contract for a more comprehensive list of materials. Ownership rights of the faculty and the District are covered under Article 27B of the Contract.

Keys

Instructors will be assigned keys to their College mailbox, assigned office, and office building by the President's designee (usually their immediate supervisor). Keys for specific classrooms may be requested through the unit member's Division Office. Keys will be issued by the Security Office. The instructor must return all keys upon separation from the District (Article 9I)

Leaves of Absences

(See CLPCCD/CLPFA Agreement, Article 11)

Meetings, Division

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 required to attend these meetings. (Article 10D.3c.)

Meetings, Town

The President schedules Town Meetings of all College faculty and staff as needed, usually on the first Wednesday afternoon of the month. All members of the faculty are required to attend unless given prior approval to be absent by the President or designee. (Article 10D.3b.)

Office Hours

The pattern for full-time teaching faculty shall be five (5) scheduled office hours per week, each of which shall be full academic hours (50 minutes) and shall be held between 7:00 a.m. and 5:00 p.m. unless approved by the supervisor with not more than two office hours in any one day for full-time classroom assigned faculty. When an instructor is assigned to classes after 4:30 p.m. as part of his/her regular load, a proportional amount of that instructor's office hours may be scheduled after 5:00 p.m. A minor portion of the total number of office hours may be of twenty-five (25) minutes duration. Hours less than fifty (50) minutes and any exceptions to this section must have prior approval of the immediate supervisor.

As final exams are scheduled differently from classes, faculty are asked to post their final exam week schedule shortly before final exam week.

If the primary mode of instruction is through the Internet or Web, the instructor may conduct the required office hour for such course via the Internet or Web. On-line office hours shall be posted on-line and outside the instructor's office. (Article 10D.3a.)

Payroll, Procedures

For questions regarding payroll issues, contact the Chabot-Las Positas Community College District Office. Also see Section D, this Handbook.

Personnel Records and Files

Each faculty member has the right upon presentation of official identification to request from the Office of Human Resources to review the contents of one's own Personnel File maintained in the District Office of Human Resources. If a faculty member believes that any employment record or any portion thereof is not accurate, relevant, timely, complete, or adequately, contact the Vice Chancellor of Human Resource Services. (Article 16-1)

Pets and Animals on Campus

No live animal, bird or fowl, whether or not on leash or in cage, shall be allowed in any room or area where food or beverage is prepared, stored, kept or served. No owner or keeper of a dog shall allow or permit such dog, whether licensed or unlicensed, on the college campuses unless it is securely restricted by a substantial leash not to exceed six feet in length. The dog shall be in the charge of and under the control of a person competent to keep it under effective charge and control.

At no time shall dogs be permitted to enter any of the buildings on the campuses. It is expected that students bringing dogs on campus in compliance with the above stated leash law as promulgated by ordinance of the City of Hayward and the City of Livermore will provide for adequate care and control for such dogs in order to avoid inhumane conditions or treatment while students are attending classes.

Horses, ponies, mules and donkeys are prohibited on the campuses at any time unless special circumstances warrant, in which case clearance must be obtained in advance from the business manager.

Guide dogs and companion dogs specific for persons with disabilities are exempt from the restrictions of this policy. (CLPCCD Board Policy 3445)

Placement and Advancement on the Full-Time Salary Schedule

See Article 21 of the Faculty Contract.

Pre-Retirement Reduction of Annual Workload

Pre-Retirement reduction of annual workload allows eligible faculty members to phase in their retirement program through reduced workloads and without loss of health or final retirement benefits (Article 19).

Professional Activities

Faculty teaching 100% load shall spend an additional five (5) hours per week engaged in professional activities. Professional activities, for example, may range from club advising, membership on college committees, program review, and contact with other educational institutions, organization, business or industry (Article 10D.3c).

Retraining Leave

Eligibility, requirements, application, and process for requesting a retraining leave are described under Article 28 of the Contract.

Sabbatical Leave

(See Article 12-1 of FA-District Contract)

Any unit member with Regular status and employed half-time or more will be eligible for a sabbatical upon completion of six full years of bargaining unit service. If you are eligible

and considering the possibility of applying for a Sabbatical Leave, *the first step* is to fill out the Letter of Intent to Apply for Sabbatical Leave and submit it to the Office of the Chief Instructional Officer of the respective college on or before 5:00 p.m., April 1* of the academic year preceding the academic year during which the application for sabbatical leave is submitted to the committee. The Letter of Intent, through the Vice President of Academic Services, is forwarded to the Sabbatical Leave Committee.

From the letters of intent submitted, a priority ranking is formulated by the Sabbatical Leave Committee. *The next step* is to complete a Sabbatical Leave Application on or before 5:00 p.m. on September 15*, *prior to the academic year during which the proposed leave is to begin*. The Application for Sabbatical Leave is to be submitted on the form provided by the Sabbatical Leave Committee and includes a full statement of the purpose and plans for use of the proposed leave. This statement becomes a major part of the unit member's contract with the District. Applications must be reviewed and signed by the applicant's immediate supervisor, who shall submit the application to the Office of the appropriate Vice President, and through the Vice President of Academic Services, to the Sabbatical Leave Committee.

Those applications which qualify and are approved will be recommended in order as established in Article 12-1 of the Contract. The applications, together with the Committee's recommendations, will be forwarded through the College President to the Chancellor. The Chancellor shall present the sabbatical leave applications with the Committee's recommendations to the Board of Trustees on or before its first meeting in January. The Board of Trustees shall consider the applications and recommendations on or before its second meeting in January, and the applicants shall be notified as soon thereafter as possible. A faculty member receiving a sabbatical leave is permitted to modify the approved sabbatical leave activity only in case of serious and unforeseen circumstances and only after approval by the Sabbatical Leave Committee (Article 12-1).

No later than the opening day of the semester upon returning to active service in the District, the unit member who has taken a sabbatical leave shall file a written report with the Chairperson of the Sabbatical Leave Committee (Article 12-1A.10b).

*If the deadline for the Letter of Intent or Sabbatical Leave Application falls on a holiday, Saturday, or Sunday, the following instructional day shall be the due date (Article 12-1).

See CLPCCD/CLPFA Agreement, Article 12-1 for determining Sabbatical Leave salary and Article 12-2 for use of Workload Banking to increase salary for Sabbatical Leave.

Schedule, Faculty (On Campus)

Full-time faculty members teaching half time or more are required to establish their on-campus schedule each semester. This requirement is necessary in order that faculty members can be located while on campus, may be protected by insurance, may be certified for payroll purposes and for leaves of absence.

Tuberculosis, Freedom From

Each instructor is required to present evidence of freedom from active tuberculosis at least once every four years. Unit members who do not have current tuberculosis (TB) test results on file with the District will be placed on an unpaid leave of absence until TB test results have been received (Article 9E-1).

Workload Banking Policy

A regular faculty member may earn a maximum of one semester leave of absence

without loss of salary or benefits. Up to sixteen [16] Faculty "A" hours or equivalent Faculty "B, C, D, E, or F" hours must have been banked. A maximum of six [6] Faculty "A" hours may be banked in any one semester or summer session. No faculty member may bank more than seventeen [17] A Hours [or equivalent (Articles 12-2A.1 and 12-2A.1f.)].

Unit members must request *at the time of acceptance of overload* if the overload earned is for banking (a request form is available from the Division Dean or the Vice President of Academic or Student Services or on the District Human Resources website). A faculty member with an underload is not eligible to workload bank any hours until the underload is satisfied.

The request to take a semester leave must be submitted to the immediate supervisor and forwarded to the appropriate Vice President *by March 15 for the following Fall Semester and by September 15 for the following Spring Semester* (Article 12-2A.1d.).

At that time, the appropriate Vice President will forward the request to the Board of Trustees for ratification. Banked leave may be taken once in a three [3] year period, but may not be taken during the Summer Session nor during the semester immediately before or after a Sabbatical Leave.

Accumulated workload banked units may be converted to load (Article 12-2A.5a.). Faculty members shall not be entitled to cash out banked overload except under specific circumstances outlined under Article 12-2A.5.

Complete details will be found in throughout Article 12-2.

Work Space

The College provides office space for all full-time faculty. Faculty offices have phones and computers with electronic mail availability. In addition, faculty members will be given access to work spaces as needed by their job assignment by obtaining written permission of the appropriate manager. Faculty members' access to College facilities is prohibited from 11 p.m. to 6 a.m. unless prior arrangements are agreed to with the appropriate manager. (Article 9H)