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EQUAL OPPORTUNITY POLICY The Los Angeles Community College District is committed to the philosophy of equal opportunity/equal access in all its employment, educational programs and services. Thus, we are firmly committed to a policy of nondiscrimination on the basis of race, color, national origin, ancestry, religion, sex, age, handicap, marital status, sexual orientation, or veteran status in our employment or educational programs and activities.

Acknowledgements
Many thanks to the people who worked on this handbook and to those who prepared previous handbooks and tools used to complete this version. Specifically, we wish to acknowledge Delia Renteria for her leadership in this project and support from Dr. Ellen Joiner, Dr. Dan Keller, Dr. Tissa Munasinghe, Susan McMurray, Kate Campbell, Mercy Yanez, Rhea Estoya, Dr. Mona Dallas Reddick and Dr. Joan Thomas-Spiegel. Thanks also to the Adjunct Faculty Issues Committee, Claudette McClenney, and Sally Fasteau, along with a legacy of many contributors.
Preface

This handbook is a guide to assist Los Angeles Harbor College faculty with requirements, expectations, and information specific to the college. It is not meant to replace or supersede any legal or contractual information or requirements. Use this handbook along with the current bargaining agreement between the LACCD and the LA College Faculty Guild. Seek the counsel of other faculty and management. We hope this handbook encourages you to feel a part of LA Harbor College.

The purpose of the Academic Senate of Los Angeles Harbor College is to provide faculty with a formal and effective organization through which it can participate in the formation of policies concerning academic and professional matters as defined under the California Code of Regulations, Title 5, Article 2, Sections 53200 and 53201, perhaps better known as the “10 + 1.”

As provided by law, “academic and professional matters” means policy development and implementation of the following:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study & annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the Board and the Academic Senate

We work with our LACCD colleagues through the District Academic Senate and throughout the state with the Academic Senate for California Community Colleges (www.asccc.org) to provide academic, professional, and social programs for faculty. We meet regularly on the first and third Thursdays in SSA 219. The Academic Senate office is in SSA 235A; the phone number is 310.233.4525. Office hours vary from semester to semester. We welcome your participation and input in pursuit of student success for our students and the entire Harbor College community.

Susan McMurray
Academic Senate President

The Los Angeles College Faculty Guild, AFT Local 1521, is the exclusive bargaining agent for faculty of the Los Angeles Community College District. It is our union, and as its bylaws state, the Guild has the purpose of supporting quality education in the District and of representing the best interests of faculty.

The Guild is affiliated with the California Federation of Teachers, the American Federation of Teachers, the Los Angeles County Federation of Labor, the California Labor Federation, and the AFL-CIO. Guild membership is open to all LACCD employees of the bargaining unit and is initiated by filling out a membership enrollment form.

The contract describes the processes and faculty protections, obligations, and duties that have been negotiated with the District. The Guild website, www.AFT1521.org, posts the current contract, updates, salary schedules, and further information about Guild activities. Resources specifically for adjunct faculty are also available at this site.

Union representation and leadership at Harbor College include four faculty elected as delegates of the Guild’s executive board, a grievance representative, and an elected chapter president. The Harbor College chapter has regular meetings on campus during the fall and spring semesters to which all faculty, adjunct and full-time alike, are invited. Contact information is available at the AFT1521 website and in the campus directory. We encourage your involvement and are available to answer questions or address your concerns.

Mona Dallas Reddick, Ph.D.
AFT Harbor Chapter President
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I. Course Preparation

Understanding Harbor Students

Our College:

Accreditation:

Los Angeles Harbor College is an accredited institution that follows a process of self-study and regulation and guarantees educational quality and well-ordered operations. Harbor College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), one of seven regional commissions authorized by the U.S. Department of Education through the 2008 Higher Education Opportunity Act. Evaluation of the college is based on four standards (I-Institutional Mission and Effectiveness, II- Student Learning and Programs, III-Resources, and IV- Leadership and Governance) that are examined on a six-year cycle. Standard teams composed of administrators, faculty, staff, and students prepare their specific portion of the larger self-study which is then submitted as a whole to the ACCJC for review. Peers from other community colleges read the college’s self-evaluation report and determine accredited status or provide recommendations for improvement. These recommendations must be addressed within a given time period. Sustaining accreditation requires ongoing campus-wide participation and monitoring to insure that all academic and support programs are operating to best serve students.

Our District:

There are a variety of things to know about Los Angeles Harbor College. If you are new to the District, you might not know that we are one of nine colleges spread from Mission College on the North, Harbor College on the South, and Pierce College on the West to East LA College. The student enrollment for these nine colleges total 132,000 students per semester.¹ Fall 2012 enrollments ranged from 6,728 to 26,160. Harbor falls into the smaller college category at 9,525 students.

Our Students:

Details about our student demographics may be found in the latest Factbook² completed annually by the Office of Institutional Effectiveness. Understanding who our students are can help prepare instructors for a more successful semester. Students are not required to complete prerequisites of English or math for courses outside of the English or math sequence for the most part. It is wise not to make assumptions about the computation or communication skills of your students.

Gender

A large portion of Harbor students are female. This is true across the district and country as well. Male 42%; Female 58% (Factbook, 2013).

¹ http://research.laccd.edu/enrollment-trends/census-credit-enrollment.htm
² http://www.lahc.edu/research/index.htm
**Ethnicity**

There is a rich ethnic diversity at Harbor with a larger portion of Hispanics than any other group, but no majority of any one group. African American 15%; Asian 16%; Hispanic 52%; White 15%; Other 2%. Even though the largest portion of students describe themselves as Hispanic ethnicity, English is the primary language of nearly 87% of Harbor’s students. Primary languages: English 87%; Spanish 9%; Other 4%.

**Education**

The majority of students are high school graduates, but some students have no high school degree and others have graduate degrees. Harbor also has an active relationship with a high school program on campus. Not HS Graduate 4%; High School Graduate 70%; Equiv. Prof. Cert. etc. 8%; Concurrently Enrolled HS Stud. 7%; AA/AS Degree 3%; BA/BS Degree or Higher 5%.

**Age**

Under 20 years 30%; 20-24 years 38%; 25-34 years 17%; 35 and over 15%.

**Class Load**

About one-third of students are considered full-time, while as many students take just one or two classes a semester. Less than 6 units 31%; 6 - 11.5 units 40%; more than 11.5 units 29%.

**Educational Goals**

Vocational 17%; Transfer 46%; General Education 15%; Transitional 3%; Undecided 17%.

For more information about our students and our college use the College Factbook available online.

**Accessing Course Outlines**

**COURSE OUTLINE OF RECORD (COR)**

California Education Code and Title 5 regulations require that each course and all of its elements be approved by the faculty and posted to the public. The course outline of record (COR) is the public record containing these elements. The Los Angeles Community College District (LACCD) posts all CORs to the public using an Electronic Curriculum Development system (ECD). Any member of the public may search this data base to find the COR for a specified course. Furthermore, faculty may use ECD to create new courses, adopt courses from other LACCD colleges, update existing courses, or archive (deactivate or suspend) existing courses no longer needed. (Faculty wishing to propose any of these actions should contact their Department Chair and/or Curriculum Committee Representative for further guidance.) See Appendix A for a detailed tutorial on how to view, print, and download a COR using the ECD system.
Student Learning Outcomes (SLOs) and Assessment

A Student Learning Outcome, or SLO, is a set of academic goals set for students in a course. The goals must be specific and measurable, based on student learning data. They must be listed on your course syllabus. You and your division/department will decide when and how during the semester you will assess your students. Even though student learning outcomes assessment is determined within a group, individual faculty members still determine how the SLOs will be taught within his or her classes. It is extremely important that we all work together to complete this process so that it can be 100% complete for accreditation. For a complete explanation of this process, go to the Faculty/Staff section of the Harbor College website and click on Student Learning Outcomes under Accreditation. To find individual course assessments click on Course Assessment.

Semester Checklist

Before the semester begins:
Roster - Make sure you:
- Download your roster
- Pay attention to important dates such as the Census date, the last day to Drop without and with a “W”
Prepare your Syllabus and remember to submit a copy to your Division Chair
Photocopy/ Upload your materials
Check your classroom- make sure your login(s) work, the classroom equipment works and the desk and chair arrangement is correct.
Field Trips- make sure that you have submitted all the proper paperwork for any planned field trips.
Make sure you attend Opening Day and Flex Activities
Class Materials- make sure they are available at the bookstore and that the Library has copies of the book to place on Reserve.
Contact the Library for Library Orientation Appointments.
Assure all your materials are ADA compliant.

During the semester:
Submit a copy (the yellow form) of your class schedule and office hours to the Academic Affairs office.
Drop No-Show right after the first class meeting. (State law requires that students who do not attend the first class meeting be dropped by the instructor. Inactive students as of the Census date are also required to be dropped by the faculty. Students who stopped attending after the Census date are responsible for dropping themselves. As stated in the Class Schedule, it is the responsibility of the student to drop after the Census date.)

End of the semester:
Submit grades
Syllabus

The course syllabus is the instructor's written contract with the student, which provides a clear understanding of the responsibilities of both parties. It is required that all faculty members teaching classes provide students with a course syllabus during the first week of instruction. The syllabus must contain a description of the course and how the students will be graded. Division Chairpersons will collect course syllabi at the beginning of each semester. The Harbor College Faculty Senate requires that each faculty member adhere to this requirement.

The following guidelines may be helpful in creating or updating a course syllabus. The items that must be included in a course syllabus are:

- Course name, Section #, Meeting hours, Classroom, # of Units, Lab hours
- Instructor name, office, office hours, phone number, e-mail
- Required texts and materials (LACCD Board Rule 6415)
- Course calendar
- Student learning outcomes
- Grading policy
- Legal statements regarding LACCD and college policies and student rules of conduct (such as academic dishonesty and disability accommodation)
- Attendance Policy
- Missed/ Late Work Policy

You may also want to include:

- Important Dates (School Holidays, Withdraw deadlines and Census deadlines, etc.)
- Additional Resources Such as Websites, etc.
- Supplementary Readings or Course Reserve Readings at the Library
- Tips and Strategies for Success
- Instructions for students with disabilities, including a statement of referral to Special Programs & Services.

Accommodating Students with Disabilities

Legislation prohibiting discrimination due to a disability requires that the college provide an equal educational opportunity to students with disabilities by providing special accommodations when appropriate. This includes students with physical, psychological and learning disabilities. This applies to both classroom and distance learning settings. Remember: Instructors need to make their class materials accessible to these students, as well. Students are encouraged to discuss their special needs with instructors at the beginning of the semester, but some students with disabilities are hesitant to do so. It is suggested that instructors make a general announcement and written statement in the course syllabus that they are willing to discuss special needs with students. Confidentiality must be maintained regarding students' special needs. See the section on Special Programs and Services and Learning Disabilities.
Activity Policies

Field Trips, Excursions, Filed Labs, and Field Classes (FTs)
Definition: Any academic course activity conducted outside the designated classroom.
Disclaimer: This section is an attempt to inform the faculty of the district policies and ways to conduct FTs with minimal complications. The faculty is responsible for obtaining up-to-date information.
Introduction: Activities outside the regular classroom environment are exciting to most students due to being closer to nature, and having an opportunity to interact freely with peers. However FTs also expose the faculty and the district to potential legal issues. When planning for FTs it is best to evaluate the potential benefit to the students and the risk to the faculty and the district. FTs are considered a form of college classroom activity therefore they must abide by district board policies.
Procedure: Note: Plan your FT activities early during the summer or winter break
Once you have determined the date and the location of the activity:
(1) (a) Obtain a permit form to visit/use the destination for a government or private property holder
(b) If the destination site requires proof of liability fill in the form for Request for Certificate of Insurance (see Useful Links below)
(2) Determine the transportation requirements
(a) Determine the transportation method: by foot, car, van, bus, boat, ship, or aircraft
(b) A less-complicated way is to request the students transport themselves to the destination. Please advise students about being responsible for getting there safely.
(c) Determine the cost of the vehicle; in 2014 dollars a comfortable coach costs about $1,000 a day.
(d) If students are driving district vehicles fill out the District Driver Data Form
(e) Contact the Academic Affairs Office for reservation of busses, vans or other vehicles, and provide the following:
   (i) Date of FT
   (ii) Number of student participants
   (iii) Vehicle specifications (type of vehicle, number of seats needed, special needs etc)
   (iv) Itinerary
   (v) Funding source
(3) Determine the cost of the FT and funding source
(a) Inquire about the cost from the destination site (tickets, permits etc.)
(b) Seek funding from the college budget, or College Foundation, a business, or a private donor
(c) If external funding is not available divide the cost of FT among the participants of the FT
   (i) Make a roster of students eligible to participate in the FT
   (ii) Make a spread sheet with spaces for students name, date paid, and the receipt number. Include your email, or phone contact
information for the cashier to contact you if they have questions or if they need to inform you that the FT spaces are all paid.

(iii) Provide (i) and (ii) to the campus cashier in the business office as early as possible

Note: The cashier may accept only cash. Please advice students.

(4) Obtain approval from
   (a) The division chair
   (b) Vice president of academic affairs

(5) If the college is funding submit a Short-term Contract Agreement form to the business office and provide
   (a) Date of FT
   (b) The vendor information (the vendor is the entity that the college will pay for the services
   (c) Funding source
   (d) Your information

The college will contact the vendor and get the necessary paper work completed.

(6) Inform the students
   (a) Include the FT time, date, and meeting location in the syllabus (It is best to make the FT optional, as some students are not able to participate due to personal, health, work, and/or financial issues. You will have to give them an opportunity for an alternate experience and/or way to earn the grade points)
   (b) Give the students a handout with information on
      (i) FT date and time of departure and return
      (ii) Description of the activity
      (iii) How to get to the destination (If you give a map, provide alternate route(s) to the destination)
      (iv) How to prepare for the FT activity
      (v) What to bring
      (vi) Restrictions during the FT
   (c) Obtain waivers from students
      (i) If over 18 years of age, get the students to fill out the Excursion/Field Trip Form.
      (ii) If under 18 years of age, get an adult guardian of the students to fill out the form.
      (iii) In addition to the above form, you may have the students sign one of your own forms.

(7) Determine and prepare the equipment that you may plan to use during the FT

(8) During the FT
   (a) Reminding the students of safety is of prime importance
   (b) Be vigilant at all times of student activities. Advise the students against risky behavior.
   (c) Seek out students who appear to need help in completing work or in need of food/water/restrooms and so forth.
   (d) No smoking or drinking is allowed.
   (e) Have a first aid kit available.
Useful Links for Field Trips:

Contact persons for risk management can be found at http://laccd.edu/Departments/BusinessServices/Risk-Management/Pages/Risk-Management-Contacts.aspx

15-Passenger Van Safety

Driver Data Form
http://laccd.edu/Departments/BusinessServices/Risk-Management/PropertyLiability/Documents/LACCD-Driver-Data-Form.pdf

Excursion / Fieldtrip Form

Heat Stress

Request for Certificate of Insurance

Request for Fieldtrip Insurance Rider

Suspicious Packages

West Nile Virus
New Hire Checklist

☐ Campus Map

☐ Where to park

☐ Things to get from your Division Chair:
  Chair’s name, number and email_________________________________________
  Your district email (on and off campus)____________________________________
  Your keys/ keycard (mention security policies)_______________________________
  Your employee number___________________________________________________
  Logins and Passwords_____________________________________________________

☐ Parking Permit

☐ Contacts:
  Mentor_________________________________________________________________
  Your AFT Chapter President_______________________________________________
  Your Grievance Representative___________________________________________

☐ Tenure Review Committee Members _______________________________________

☐ Committee Obligation____________________________________________________

☐ Community Resources

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
II. Rosters

Accessing Rosters for Census, Adding/Dropping, Positive Attendance, and Grades

Harbor College and all community colleges receive their primary funding from the State of California. The dollar amount is based on the number of students enrolled and present in the classrooms on the Census Date. Therefore, it is important that accurate and current student attendance records are maintained.

If no-show and non-attending students are not excluded by the Census Date, those students on financial aid will be sent their financial aid checks by the college. Some students take advantage of this shortcoming by cashing the check and never attending school. Harbor College will have to pay this money (commonly hundreds of thousands of dollars) back to the State of California causing serious college budget issues. Therefore, it is imperative that the non-attending students are excluded by the Census Date.

If a student is absent on the first day, but communicates with you and lets you know and explain the absence you may choose to wait a few more days past the first day to take any action.

Add/drop and other important dates are published on the back page of the ‘Schedule of Classes’ that is published every semester online and on hardcopy. You can pick up a hardcopy at your division office, or in the administrative (SSA) building. You will also receive a page with important attendance and recording dates in your mailbox.

Instructions

View/Download Roster: The instructor is responsible for viewing and downloading the class roster before the first day of classes. Here is how it can be done.

1. Go to http://www.laccd.edu

2. Click on the ‘Faculty and Staff’ tab near the top of the page
(3) Scroll down and click on ‘View Your Class Roster’ under ‘Faculty Services – Instructor System’ listed below ‘Services’

(4) You will be taken to the Instructor Login page. Use the information that you received from the college IT department to login to the instructor page.
(5) After a successful login you will be taken to a page with a random number titled “Your Electronic Signature Number”. Write this down. You will be asked to enter this number when you exclude students or assign grades (If you forgot to write this number down just log out and login again. You will be given a new number). Click on "Continue".

(6) You will be taken to a page that has the classes you are assigned for the current or upcoming semester. (a) If you see a message that says “You have no classes listed….” Change the year and semester near the top left of the page (b).
(7) When you choose the proper semester you will see a window with all your classes listed along with tabs for tasks. (a) Click on a row that has the class section number you want. (b) Then click "View Roster" tab on the left.

(8) You will be taken to a page with the roster of your class. From here you can (a) email the whole class at the same time, (b) print your roster, (c) Download to Excel, (d) go back to Main Menu, or (e) Logout.
(9) You can print your roster from here, or you can download to Excel and format the roster the way you prefer and then print. You can replace the generic name assigned to the roster file with your own naming style and save it for future use.

**Exclusions:** Follow the procedure given above and click on your class and “Exclude Students”. You can exclude students at any time of the semester. You will not be allowed to exclude students after the Last Day to Drop. If you drop students before this date the student will get a “W” (withdrawal), otherwise the student will have to be assigned an “F” grade.

**Assigning Grades:** Once you have determined the grades for the students you can click on “Assign Grades” tab to set the grades. Type in the grades for each student. The College sets the deadline for submitting grades. Please meet this requirement.

**Incomplete Grades:** If you are assigning an I-grade, which is an “Incomplete” to a student, fill in the “I.D.G.” space (the incomplete default grade). After the work is completed, you will fill out a hard copy “Change of Grade” form. The student has one year from the day you assign the “I” to complete work required. If a student fails to do the work to remove the incomplete, his/her grade will default to the IDG that you assigned.

**Attendance-taking:** During the census period you must take attendance. After the census date attendance taking is optional, but it is recommended that you continue to take attendance. You may take attendance at the beginning, in the middle, or at the end of a class period. It is optional, but helpful to record late- and early-leaving students. If calling out names takes up too much time, in-class activities like quizzes, tests, and assignments can also be used for attendance.

**Include the attendance policy in the Syllabus:** It is important that the students know about their responsibilities in enrolling and attending classes. Inform students that it is their responsibility to drop themselves from the class if they decide not to attend. Otherwise an “F” will have to be assigned at the end of the semester.

**Early Alert:** If students are performing poorly due to excessive absences or due to difficulties in following the class material you can go to the “Faculty” site on the district website (see above) and click on the “Alert Students” tab. In this page you can click on the appropriate bubble to alert the students.
III. Classroom

Accessing Your Classroom

KEY REQUESTS: Key and Keycard requests are initiated with your division chair. Keys for offices, classrooms and cabinets should be requested from Facilities Department at the beginning of the semester. If you have forgotten your keys/keycard you can contact the Sheriff’s office (x4600) and have their personnel unlock a door. You will be asked to provide identification.

ADA Accommodations in the Classroom

The College Compliance Officer acts as the ADA Compliance Officer. The Americans with Disabilities Act provides civil rights protection for persons with disabilities that are parallel to those that have been established by the Federal Government for women and minorities. It opens all aspects of American life to individuals with disabilities. It guarantees equal opportunity for individuals with disabilities in public and private sector services and employment. Employees of the District who have disabilities are covered by this act.

Facts about the ADA with regard to Employment

- Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for a job.
- Employers can ask about one's ability to perform a job, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with disabilities.
- Employers will need to provide "reasonable accommodation" to persons with disabilities. This includes steps such as job restructuring and modification of equipment.
- Employers do not need to provide accommodations that impose an "undue hardship" on business operations.

Student Conduct

In addition to making sure your work environment is physically safe (the doors are not obstructed, there are no exposed cables, etc.) you must also be aware of student conduct that may create an unsafe environment for you and the rest of your students. If a student becomes agitated to the point where he/she is a threat, do not hesitate to call the Sheriff’s office (x4600). As stated in our College Catalog under Standards of Student Conduct (p.9), students must respect and obey civil and criminal laws and must conform to District and College rules and regulations. Make sure you read this section of our College Catalog to familiarize yourself with these Board Rules.

If a student is disruptive but not dangerous, the Student Discipline Process states that you can suspend a student from your class for two days. He /She must meet with the Vice President of Student Services (Abbie Patterson ext. 4032 and email address patteral@lahc.edu). Only then can he/ she return to your class. If a student cheats or plagiarizes in your class you can also send him/ her to the Vice President of Student Services for disciplinary action.

Remember to document every incident. Send a report to both your Chair and the Vice President of Student Services with a detailed description of the incident, as well as the student’s name and student ID number.
Student Contact

Distance Education Policies
Instructor initiated contact is a requirement of all DE classes. In addition to regular and substantive contact, faculty should also provide regular times of availability matching the required office hours for each class. Faculty may do this in a variety of ways: presence in an office on campus, online through tools such as CCCConfer, telephone hours, or in the classroom chat area.

Office Hours
As part of your faculty duties and obligations you must maintain office hours outside of classroom time. Establish office hours and adhere to them. Furthermore, it is very important that you maintain student contact at a professional level. Refrain from going to restaurants, homes, or other non-academic functions with students.

Student Grade Confidentiality
You cannot discuss a student’s grade or class progress with anyone other than that student. This would be a breach of Academic Confidentiality. Furthermore, you cannot discuss a student’s grade or class progress via email. Again, this violates your student’s confidentiality.

Using Classroom and Classroom Technology
Remember to shut down all the equipment at the end of class. This may include not just the instructor’s computer but also the projector and the DVD player. This is very important because unlike the computer that can go into SLEEP mode, if left on, the projector will remain running and burn out its light bulb, costing hundreds of dollars per light bulb.

At the end of class please also remember to clean up. Classes take place from 7am until 10pm and rarely does the custodial staff have time to clean in between class sessions. Wipe down the board(s) and don’t leave any trash on the desks. Also, please remember that we have a No Food policy in our classrooms (especially in our Labs). This applies to everyone. Be the example and keep all food out and do not allow your students to bring food into the classrooms. And lastly, if you opened a window during class, make sure you close it before leaving. This is an issue of both security and maintenance. If left open, the air conditioning system cannot function properly and may again break down.

Work Environment and Safety

Emergency Procedures
- BOMB THREAT
  If you observe suspicious object or potential bomb on campus, DO NOT HANDLE THE OBJECT. Clear the area and immediately call the Sheriff’s Office at ext. 311.

- BUILDING EVACUATION
  The warning signal to evacuate is a repeated series of 3 short rings on the school bells. When the building evacuation alarm signal is given, or you are ordered to leave by the Sheriff’s or Plant Facilities Staff, walk quickly to the designated evacuation areas or
follow other instructions and ask others to do the same. Do not re-enter the area or the building until the all clear signal is given.

- **CHOKING**

  In the event a serious injury or illness occurs on campus, immediately notify the Sheriff’s Office at X 4600. Check the person’s mouth and clear any foreign matter. Lower the person’s head and give a sharp blow between the shoulder blades. If victim is still choking, use abdominal thrusts.

- **CHEMICAL SPILL**

  Evacuate the area immediately and report the chemical leak or spill to the Sheriff’s Office at X 4600. When reporting a leak or spill be specific as to the location and the problem, type of material(s) which were spilled, and if any injuries have occurred. Do not re-enter the area or building until the all clear signal is given.

- **EARTHQUAKE**

  If you are indoors, stay there. Get under a desk or sturdy table. Stay away from windows and wall shelves. If you are outdoors, move to an open area away from trees, walls, buildings and power lines.

  After the earthquake, check for injuries and apply first aid if necessary. Evacuate the building if fire, gas, or structural damage has occurred. Remain on campus until further information can be obtained regarding the severity of any damage to road, buildings, and so forth. Do not re-enter the area or building until the all clear signal is given.

- **EMERGENCY EVACUATION INFORMATION**

  The Sheriff’s Office, College President, or other designee will designate a location or evacuation center based on the nature of the emergency. Contact the Sheriff’s Office at X 4600 to obtain emergency assistance and first aid.

- **EXPLOSION, AIRCRAFT CRASH, OR SIMILAR INCIDENT**

  In the event a violent accident such as an explosion or aircraft crash occurs on campus that could render a building or area unsafe, immediately give the command DROP! Take cover under tables, desks or other such objects that give protection against glass or debris. After the effects of the explosion have subsided, immediately notify the Sheriff’s Office at X 4600. Evacuate the area and do not re-enter the area until the all clear signal is given.

- **FAINTING, UNCONSCIOUSNESS, AND SHOCK**

  In the event a serious injury or illness occurs on campus, immediately notify the Sheriff’s Office at X 4600. Lay the person down and loosen clothing from around the neck. Keep victim on their side if unconscious. Ask or look for medical ID.
• **FIRE**
  Immediately evacuate the building. Activate the building alarm. Call the Sheriff’s Office at X 4600. Do not re-enter the area or building until the all-clear signal is given.

• **HEART ATTACK**
  In the event a serious injury or illness occurs on campus, immediately notify the Sheriff’s Office at X 4600. Help person to a comfortable position. Give resuscitation and CPR as necessary if qualified. Keep person comfortable and look for medical ID. Warning signs include steady pressure or pain in the chest, or pain radiating from the chest toward the arm, neck or jaw, and shortness of breath.

• **MEDICAL AND FIRST AID**
  In the event a serious injury or illness occurs on campus, immediately notify the Sheriff’s Office at X 4600. Give your name; describe the nature of the medical problem, and the location of the victim. Check breathing and give artificial respiration if necessary. Control serious bleeding by applying direct pressure to the wound. Keep victim still and comfortable.

• **MOUTH TO MOUTH RESUSCITATION**
  In the event a serious injury or illness occurs on campus, immediately notify the Sheriff’s Office at X 4600. Place the person on their side and remove any foreign matter from mouth with your finger. Place a person on their back. Tilt head back and open airway. Close person’s nostrils with fingers. Inhale and place your mouth over person’s mouth. Exhale until the chest expands.

• **POISONING AND OVERDOSE**
  In the event a serious injury or illness occurs on campus, immediately notify the Sheriff’s Office at X 4600. Determine the substance involved and how it was taken. Stay with person and assist as necessary. Keep person quiet and calm. If person is choking, lower head.

• **SEIZURES (CONVULSIONS)**
  In the event a serious injury or illness occurs on campus, immediately notify the Sheriff’s Office at X 4600. Lay person down, and loosen any tight clothing. Do not place anything between the teeth nor restrain the person. After the seizure check to see if the person is breathing. If he or she is not breathing, begin rescue breathing at once.

• **UTILITY FAILURE (gas, electric, water)**
  If a major utility failure occurs during regular working hours, immediately notify the Plant Facilities Office at ext. 4225. If there is danger to the building occupants, or if the utility failure occurs after hours, on weekends or holidays, notify the Sheriff’s Office at X 4600. Do not re-enter the area or the building until the all-clear signal is given.
IV. College Resources

Cafeteria

Food Services
Chef Giovanni Delrosario-Culinary Arts
Culinary Café
Location: Cafeteria Building adjacent to the Quad area
Hours: 7:30 a.m. to 5:00 p.m.

Bistro
Location: Cafeteria Building adjacent to the Quad area
Hours: 11:00a.m.-1:00p.m. M-Th, T only 5:30-8:30 p.m.

Vending Machines
Location: Cafeteria Building adjacent to the Quad area
All hours

Facility Use

Facilities - Mary Vargas
Classroom assignments are scheduled by division chairs. To reserve facilities for events other
than classes complete a facilities use request form or phone 310-233-4225.

Faculty Gym Use

Physical Education/Wellness
Nabeel Barakat, Chair-Health and Wellness
Location: PE/ Wellness building
Phone: 310-233-4351
Hours: 6 a.m.-10 p.m. M-F
To access the wellness facilities please complete a Facility Use Waiver available form available
from Mr. Barakat.

Library Learning Resource Center and Tutoring

Jonathon Lee –Library Division Chairperson
Location: LLRC
Phone: 310-233-4480
Fall and Spring Hours: 8:00 a.m.-8:30 p.m. M-Th; 8 a.m.-2 p.m. F; 9 a.m. – 1 p.m. Sat.
The LAHC Library provides access to a collection of over 85,000 print and ebooks,
periodicals, reference materials and databases that support the college curriculum and our
students’ pursuit of their educational goals. Students should consider the library their first source
when researching topics for papers or class projects or if they are conducting self-directed study
in other areas. A librarian is always available to assist with basic questions and research and to
offer instruction in library use and literature searching. Currently enrolled students may use the
computer commons.

Instructors are encouraged to schedule an information workshop to prepare students for
special assignments. Materials are placed in the Class Reserves section at the Circulation Desk
when they are needed for class assignments or are otherwise in demand. These materials may
have restricted loan periods. E-reserves are available on the Library website. Printing and
photocopying are available throughout the LLRC. Study rooms on the second floor may be
reserved for small groups. A current college ID card or valid photo ID and student ID number are required to check out library materials.

**LLRC - Tutoring**  
**Paul Grady- Director**  
**Location:** Library & Learning Resource Center (LLRC) building  
**Phone:** 310-233-4240  
**Hours:** 8 a.m.-8 p.m. M-Th, 8 a.m.-2 p.m. F.

Learning Resource Center (LRC) provides tutorial and learning services that support the College’s regular instructional programs. Through the use of a variety of media-computers and audio/videos materials; students may actively participate in different learning modalities at their own pace. Math, English, ESL, accounting, and study skills programs are available for student learning activities. A comprehensive catalog at the checkout counter describes different types of instructional materials that are available for use in the LRC.

The LRC also houses the literacy center, the high-tech center, an open access computer lab, and writing and math labs. Students enrolled in special labs and programs must check-in and check-out on the AccuTrack computer system at the Help Desk or in the specialized labs. Check online in the Learning Resource Center tab for the Master Schedule for specific subject/program area tutoring.

**Life Skills Center**  
**Dr. Bonnie Burstein – Director**  
**Location:** Special Programs & Services Annex  
**Phone:** Appointments (310) 233-4586; Walk-ins (310) 233-4519  
**Hours:** Walk-in Appointments available at the Health Center - Cafeteria 110

**Medical and Benefits**
For faculty benefits refer to the LACCD website and the AFT 1521 website.

**Nurse’s Office**  
**Carole Stevenson - Nurse**  
**Location:** Cafeteria 110  
**Phone:** (310) 233-4520  
**Hours:** Fall/spring M-Th 8:30 am-4:00 pm; Summer: M-W 8:30 am-4:00 pm, Thurs 9:30 am-4:00 pm; Friday - Closed

**Student Referrals**

**Admissions & Records**  
**Dean of Enrollment Management & Evening Operations Corey Rogers**  
**Location:** Student Services & Administration Building (SSA)  
**Phone:** (310) 233-4090  
**Hours:** Monday through Thursday, 9:30 am to 1:30 pm and 4:30 pm to 6:30 pm

**Advisement/Counseling**  
**Location:** Student Services & Administration Building (SSA 103) SSA Drop-in and Counseling appointments  
**Phone:** (310) 233-4223; **Hours:** Variable
**Orientation/Assessment**  
**Dean of Student Services Mercy Yanez**  
**Location:** Assessment Center Student Services & Administration Building (SSA 118)  
**Phone:** Main Office: (310) 233-4072 & 4078 - Dean: (310) 233-4127  
**Hours:** Variable and by appointment (Evening and Saturday Testing Available)  
Web site: www.lahc.edu/studentservices/matriculation/assessment.html

**Discipline Assistance/Student Referral**  
**Vice President of Student Services – Abbie Patterson**  
Location: Student Services & Administration Building (SSA 203)  
Phone: (310) 233-4032  
Hours: Monday-Friday 8:30 am-4:30 pm

Special Programs and Services  
Interim Director -- Amarylles Hall  
Special Programs and Services (SP&S) and the Academic Success Action Plan (TRIO project) are programs that are designed to ensure that students with disabilities have equal access to all of the educational offerings at Los Angeles Harbor College. The program facilitates equal opportunity through the provision of appropriate support services, curriculum, instruction and adaptive technology.  
Individuals with mobility, visual, hearing, speech, learning, psychological, or other health impairments may benefit from available services. To determine your eligibility for specific support services you may call SP&S and make an appointment to speak with a Disability Specialist or SP&S Counselor.  
**Location:** Cafeteria 108  
**Phone:** (310) 233-4629  
**Hours:** Monday - Thursday 8:30 am - 6:00 pm: Friday 8:30 am - 2:00 pm

**Support Programs (EOP&S, CARE and CalWORKs)**  
**Dean of Student Services- Mercy Yanez**  
**Location:** Variable through campus, but primarily located in the Student Services & Administration Program (SSA 207 & Child Development Complex 152)  
**Phone:** (310) 233-4265, 4403 & 4115  
**Hours:** Monday – Thursday 9:00 am – 4:30 pm; Friday 9:00 am-noon with evening hours as posted. Summer hours variable as posted Friday closed.
V. Professional Rights, Responsibilities, and Ethics

APPENDIX P of the Bargaining Agreement

FACULTY DUTIES/OBLIGATIONS/ACTIVITIES

In addition to teaching their classes and/or working in their faculty service areas, faculty members contribute to the vibrant life of the college and engage in activities that promote a quality education and student success. Employment in the LACCD brings with it an obligation that faculty will take on an appropriate share of professional responsibilities.

List A: These duties are currently required in the bargaining agreement:

1. Maintain a work schedule as defined by the Standard Teaching Loads and Standard Workloads (see Article 13 Table A and Table B).

2. Maintain the required number of scheduled office hours. For classroom faculty, be available for additional student consultation outside of posted office hours (see Article 13 D and Appendix C).

3. Keep current in one’s discipline (see Appendix C).

4. Keep accurate records (for example: grades, attendance, class exclusions, Student Education Plans and counseling records) and submit records in a timely manner (see Article 13 D and Appendix C).

5. Full time faculty must participate on at least one college, district, or departmental committee or equivalent (see Articles 13 D and Article 32).

6. Fulfill professional development obligation: 33.5 hours annually for full-time classroom faculty, half the total annual number of weekly classroom hours for adjunct assignments taught by both full-time instructors with overload and true adjunct faculty (see Article 10).

7. Participate in the SLO Assessment Cycle (see Appendix C).

8. Provide evidence for items 1-7 above as part of the performance evaluation process. (See Article 19, 42, appendix C).

List B: This list includes (but is not limited to) the activities that are not referenced specifically in the collective bargaining agreement but represent professional responsibilities toward the goal of improving student success:

1. Attend college events, including but not limited to, commencement.

2. Participate in activities that enhance the educational mission of the college such as accreditation self studies, district or college initiatives, district discipline committees, and shared governance committees.

3. Take part in comprehensive evaluation and tenure review committees, hiring committees, and orientation of new faculty.
4. Participate in the collective work of the department in updates and revisions of course outlines, curriculum development, advisory committees, program transfer and completion information (especially for counselors) and program review.

5. Keep current in the use of educational technology where appropriate.

6. Assist in student activities such as club sponsorship.

7. Participate in the union and academic senate.

**Academic Rank Advancement Policies**

Harbor College has its own academic rank advancement policies as approved by the Academic Senate. Tenure is separate from these policies and set by the district requirements using the forms in the contract. Forms and instructions for academic rank advancement are available on the college website. All full-time faculty and adjuncts who have attained seniority list status are eligible to apply for rank. The requirements vary by level with regard to numbers of college activities and time between requests. It is suggested that you review the forms with your division chair prior to formally submitting them. Also, it is advised that you keep a copy of your forms.

**Discrimination and Harassment**

**SEXUAL HARASSMENT**: “Sexual harassment is a serious violation of college policy and your rights are protected.”

Sexual harassment may include, but is not limited to the following type of conduct:

- Making unwelcome, unsolicited contact with sexual overtones (written, verbal, physical and/or visual contact)
- Verbal harassment or abuse
- Unwelcome pressure for dates
- Disparaging remarks about one’s gender
- Sexist jokes about one’s clothing, body, or sexual activities
- Deliberate blocking of physical movement
- Obscene gestures
- Demands for sexual favors accompanied by implied or overt threats
- Display of sexually suggestive objects, cartoons, posters
- Request for sex in exchange for grades, recommendations, job opportunities
- Making reprisals, threats or implied threats of reprisal following rejection of harassment by withholding grades, promotion or scholarship recommendation or a poor performance evaluation.
Summary of the LACCD Policy 2013

Prohibited Discrimination and Harassment
Los Angeles Community College District • 770 Wilshire Boulevard • Los Angeles • CA • 90017 • (213) 891-2317

The Policy
It is the policy of the Los Angeles Community College District to provide an educational, employment and business environment free from Prohibited Discrimination. Employees, students or other persons acting on behalf of the District who engage in Prohibited Discrimination as defined in this policy or by state or federal law shall be subject to discipline, up to and including discharge, expulsion or termination of contract.

Academic Freedom
The Board of Trustees reaffirms its commitment to academic freedom, but recognizes that academic freedom does not allow Prohibited Discrimination. The discussion of ideas, taboos, behavior or language which is an intrinsic part of the course content shall in no event constitute Prohibited Discrimination, though such ideas may cause some students discomfort. It is recognized that academic freedom impairs the faculty's right to teach and the student's right to learn.

Definition of Prohibited Discrimination
Prohibited Discrimination is defined as discrimination or harassment in violation of state or federal law on the basis of actual or perceived ethnic group identification, race, color, national origin, ancestry, religion, creed, sex (including gender-based sexual harassment), pregnancy, marital status, cancer-related medical condition of an employee, sexual orientation, age, physical or mental disability, or veteran status.

Definition of Sexual Harassment
Sexual harassment is 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 workplace or in the educational setting.

Retaliation
Retaliation means adverse personal, employment or academic decisions made against anyone who makes a complaint, refers a matter for investigation, participates in an investigation, represents or serves as an advocate for a complainant or alleged offender.

False Allegations
Anyone who files a complaint in which he/she knowingly makes false allegations of fact shall also have violated this policy and shall be subject to disciplinary action.

Confidentiality
All persons involved in investigation of complaints shall have a duty to maintain the confidentiality of the matters discussed, except as may be required by law, which includes the rules and regulations of the District.

A complete record of each complaint and investigation shall be kept by the Office of Diversity Programs.

The Written Decision or any Settlement Agreement regarding the results of the investigation shall be placed in the personnel file of each employee involved as an alleged offender or complainant.

Complaint Procedure

General Provisions
All Supervisors shall be responsible for maintaining a work environment consistent with this policy. Any supervisor who becomes aware of a situation which could be reasonably perceived to be a violation of this policy must report it to the Office of Diversity Programs. All employees are responsible for maintaining an educational environment consistent with this policy. Any employee who becomes aware of a situation which could reasonably be perceived as a violation of this policy should refer it to the Office of Diversity Programs.

Investigation
A Compliance Officer shall promptly investigate all potential violations of this policy of which he or she becomes aware. A Compliance Officer shall receive the complaint, and notify the complainant, alleged offender, the College President or District administrator, and the Director of Diversity Programs, within 5 business days of a potential violation of this policy. During the process of the investigation, the alleged offender has the right to be represented.

Informal Procedure
A Compliance Officer shall undertake efforts to informally resolve and investigate the charges. This process is limited to 30 days. If a resolution is reached, a Compliance Officer shall draft a Settlement Agreement to be signed by the complainant and the alleged offender. A Compliance Officer shall monitor the situation to insure that the resolution is properly implemented and maintain records.

Complaint Procedure
A written or verbal complaint shall be submitted to the LACCD Office of Diversity Programs. Employment-based complaints shall be filed within 180 days. Non-employment-based complaints shall be filed no later than one year from the date when the complaint was made or reasonably should have known of the facts underlying the complaint.

Compliance Officer's Report
Within 60 days after becoming aware of a potential violation of this policy, a Compliance Officer shall complete the investigation and make a written report to the College President or Deputy Chancellor.

Appeals
If the complainant is not satisfied with the Written Decision, he/she may appeal to the District’s Board of Trustees by submitting a written appeal to the Chancellor's Office within 15 days.

The Chancellor shall present the written appeal, the Written Decision and the investigative report to the Board of Trustees in closed session. If the 45 days elapse without further action, the Written Decision shall be the final decision of the District. In non-employment cases the complainant has the right to file an appeal with the State Chancellor's Office within 30 days after the Board decision is issued, or the 45 days have elapsed, whichever comes first.

Additional Remedies
The complainant may pursue independently civil law remedies, including but not limited to injunctions, restraining orders, or other orders. An individual who believes that he/she is the victim of Prohibited Discrimination may also file a complaint with the Department of Fair Employment & Housing at (800) 864-6864, the Equal Employment Opportunity Commission at (213) 894-1000, for employment based complaints; and the Department of Education, Office for Civil Rights at (415) 556-4275, for non-employment complaints whether or not the complainant chooses to utilize the District’s internal procedures. Complaints may also be filed with the State Chancellor's Office.

This is an excerpt. The specific Rules and Procedures for reporting charges of Prohibited Discrimination and for pursuing available remedies are incorporated in the Board Rules in Chapter 15, Board Rules 1501-1522.

Copies of the policy and procedures may be obtained from the LACCD Office of Diversity Programs and District Website at www.laccd.edu/diversity or by calling the Office of Diversity Programs at (213) 891-2315 or (213) 891-2317.
Evaluations

Whether you are registered as a Guild member or not, you are held to the standards of the contractual evaluation. Read the evaluation forms carefully before you begin teaching. Ask your division chair if you have any questions about requirements for syllabi, for example. There are legal requirements as well as local guidelines.

Take a look at the student evaluation forms. Students are not just asked to rate if you were an easy grader. (And some students may rate you lower if they think you were too easy!) Students are asked to evaluate faculty about a variety of items from clarity on the syllabus to treating students with respect. While a few students may have personal complaints, the evaluator is looking for any trends that indicate you may need to pay more attention to when or how you communicate, for example.

The contract's evaluation forms do not include all the ways in which you may be evaluated, however. Within the contract, the evaluation is designed to provide feedback and plans for improvement when appropriate. Evaluation is to help the teacher be aware of what they are doing well and what may need some additional attention or training.

In addition to the contractual evaluation, faculty must uphold all legal standards (and we would hope ethical ones as well) in the field of education. While the education code law is extensive and it can be difficult to read, there are aspects that may warrant severe consequences. Find an online version of the California education code and start reading. But to narrow it down, use your common sense and sense of professionalism in addition to the evaluation forms within the contract.

Grievance Procedures

If you feel that a provision in the contract has been violated, you should first contact the Harbor grievance representative or the college AFT chapter president. If, in the judgment of the grievance representative, a grievable violation has occurred, the Guild will handle the grievance. This assistance is provided to all members (and non-members) of the bargaining unit.

Grievances are never filed against another member of the same bargaining unit. Faculty do not grieve other faculty (including division chairs). Grievances are complaints about failure to follow processes as stated within the contract. Therefore, it is an administrator or manager who is grieved if necessary.

A grievance is a process that seeks to remedy a clear violation of the collective bargaining agreement. It is NOT a complaint or feeling of dissatisfaction alleging unprofessional conduct by another faculty member, rude behavior by others, or poor judgment by an administrator. These are issues needing conflict resolution rather than grievances. Conflict resolution should begin at the department level and then move up in proper administrative channels within the college.

Non-teaching Obligations

Perhaps when you were hired you thought you were just going to be in classes each day and then you would be finished with your obligations. Not so! The evaluation forms in the contract will give you clues. Notice in Appendix C of the contract in the administrative
evaluation form for classroom faculty the statement under section 2, Effectiveness..."It also includes contributing to faculty committees and interacting effectively with peers." Specifically, full-time faculty are required by contract to participate in at least one college, district, or departmental committee.

One of the wonderful things about a community college is that we are allowed the opportunity for faculty to still remain largely in charge of what happens with regard to students and teaching/learning on our campus. This process is called "shared governance" and it requires that faculty be active in committees where decisions are explored and made. There are over 25 committees at Harbor and more within the district level. One of two or even ten people cannot represent faculty on all of these committees. Furthermore, it is best to have more than one faculty member on most committees. It takes all faculty participating in areas of interest and also learning more about what happens outside of the classroom experience to have a true shared-governance college.

Adjunct faculty are invited to participate in many of these committees. Check with your division chair if you as an adjunct are interested in learning more about your possible participation. It should be noted that in special circumstances, adjuncts may apply for ancillary pay for involvement in a committee. This is not the rule, however, and is generally reserved for leadership roles that either require an adjunct or for which no full-time faculty member is able to perform specific duties.

Professional development and growth are also non-teaching obligations. Be sure you understand those requirements and goals as well. The wellbeing of a college is found not in the quantity of committees, but rather the quality of work completed by those committees and peer groups. Be an active participant.

Professional Development

WHAT ARE MY PROFESSIONAL DEVELOPMENT (FLEX) OBLIGATIONS?

All faculty are required to complete a specific number of hours according to the California Code of Regulations. Since faculty are paid for these hours in lieu of teaching hours, they are already added into your regular pay. Reporting these hours is what we term FLEX (based on the flexible calendar law). The contract clarifies that the commitment for full-time faculty is 33.5 hours of professional development activity per academic year. Adjunct faculty hours are calculated as one-half the number of weekly classroom hours for the academic year. (For example, teaching two three-hour classes in fall and one in spring would require 2 classes x 3 unit hours + 1 x 3 divided by 2 for one-half = 6+3 divided by 2) 4.5 hours of FLEX.)

The college has a FLEX Coordinator who provides forms (also located online) and reviews submissions for eligibility for FLEX credit, as well as monitors the academic year-end reports. Failing to fulfill the required hours may result in a loss of pay and/or will be noted on your evaluation with additional consequences.

Mandatory FLEX days include the opening day activities for full-time faculty. Adjuncts are not required to attend, but may use opening day toward FLEX hours.

You cannot earn credit for work for which you have been paid ancillary pay or additional funds, such as developing curriculum for which you received a grant or teaching a workshop for which you received payment.

Hours of FLEX activities beyond your required hours may be applied to your Academic Rank Advancement.
The Professional Development is an all faculty group that reports to and seeks recommendations from the Academic Senate. As a group, its primary responsibilities are to (1) plan Flex Days and intersession programs (2) evaluate and approve Flex Agreements, Individual Projects, and Contract Completion forms; (3) approve Flex presenter proposals; and (4) recommend speakers for special programs. The committee utilizes information from Needs Assessment and Climate Surveys to assist in the planning of future programs. Finally, the committee responds to special requests, as the need arises.

The Staff Development committee is a composite of members of the classified, faculty, and administrative areas. Membership represents a balance of all three principle areas in an attempt to be inclusive of the viewpoints of the total campus staff. This committee is responsible for conducting campus Needs Assessment and Climate Surveys which are later used in the planning of workshops and retreats. Proposals requiring financial support are approved by this committee as they are submitted. Funds are provided through the state via AB 1725 designated specifically for Staff Development needs.

**Professional Ethics**

The Academic Senate in LACCD uses the code of ethics from AAUP as reprinted below (from http://www.aaup.org/issues/professional-ethics):

> The AAUP has long held that academic freedom carries with it duties correlative with rights. These duties are described in the *Statement on Professional Ethics*, (http://www.aaup.org/report/statement-professional-ethics) first issued in 1966, and in derivative statements that deal with particular ethical issues, including plagiarism, conflicts of interest, and the recruitment and resignation of faculty members.

> The Association's work in the area of professional ethics is primarily educative: to inform members of the higher education community about principles of professional ethics and to encourage their observance.

> The AAUP's national Committee on Professional Ethics (http://www.aaup.org/about/committees/standing-committees#ethicscomm) promotes the observance of professional and ethical standards by members of the higher education community through the development of policy statements and reports and the application of those principles to particular ethical situations (AAUP).

> Other serious laws (and ethics) include confidentiality of student grades and professionalism in all areas. These are just a couple of ways in which we can see that a formative evaluation for improvement does not list all the many legal and ethical expectations we have for faculty. If you are in doubt as to an action, speak with your division chair as well as peers. Whether it is giving a student a ride or telling a parent the student's progress in a class, you may find yourself facing consequences in addition to the contract evaluation.
**Professional Growth**

As teachers, we know the value of learning. Regardless of our field of expertise, new information and new methodologies or techniques are continuously available. To complete a portion of the required FLEX hours, to meet the requirements of our evaluations, and most importantly, to meet the ethical obligations to our students for being up-to-date in our field, we have the opportunity to determine some of our own activities for growth within our field and as teachers.

All faculty may be eligible for partial reimbursement of conference expenses and tuition if you attend a professional conference or take classes relevant to your subject field. The district provides each college with funds each year. Check with the Professional Development Committee on campus before paying for courses, conferences, or workshops. Fill out the appropriate forms before the activity and then after the activity for your reimbursement. The amount of reimbursement is dependent upon funds available and may be capped to allow all faculty to benefit from these funds.

The Ethics Code for the field of psychology includes a section on Education and Training. Code 7.03(b) states "When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)" Perhaps you might like to consider ethical guidelines in your field of study. Or feel free to borrow from psychology and commit yourself to keeping abreast of your field and teaching techniques in a manner that enhances student learning as much as possible.

**Frequently Asked Questions**

**Academic Freedom**

**Doesn't academic freedom mean I can do whatever I want in a class?**

Sorry, no. Academic freedom is described in the contract as the freedom to "seek the truth and guarantee freedom of learning to students" (Article 4). It is more about the students' freedom to learn than carte blanche for your behavior or requirements. For example, you cannot drop a student who attends the class but does not buy the textbook. You cannot exclude a student who fails to avoid plagiarism on a paper or test. And primarily, you must still observe all the rules and ethics of treating others (students and peers) with respect.

Because our courses are transferable to other institutions, we have an obligation to teach to the course outlines of record and to design courses that address the student learning outcomes. Students who pass a course at Harbor should be able to match the learning of a student who took the same course at Harvard. They need not have done the course in the same manner and with the same assignments, but the content and learning should be comparable.

**Financial Interactions**

**Why can't I sell my class materials to the students myself? OR why can't I collect supply money or field trip money or...?**

Faculty are not allowed to handle money with students. There are a variety of regulations and rules about this issue. If there is money involved, it should either be processed through the bookstore, the business office, or the college foundation, depending upon the item. Read more in this handbook about field trip procedures. The bookstore will sell items you provide to them for
your students and reimburse you. There is a markup from your price to the students so the bookstore makes some money from their handling, but it relieves you of any chance of claims of misappropriation of funds against you. Violation of these rules is serious. Be safe. Let someone else handle the money.

**How to balance student confidentiality with faculty legal protection**

If I don't have a private office, how do I maintain student confidentiality?

AND If I have a private office, how do I remain legally protected from student allegations of improper conduct?

With or without an office, closing a door is a two-edged sword. The primary concern for this policy is sexual harassment. Review laws on sexual harassment. It is absolutely necessary to avoid any appearance of impropriety. A good way to address this issue is to leave your door ajar when meeting with students. If another student is waiting in the hall, keep your voice down when discussing personal information such as grades or progress in the class. You may want to ask the waiting student to have a seat further down the hall or in another room. Leaving your door open ensures that other faculty and supervisors can assure others that you maintained proper conduct.

If you are a counselor or meeting at length with a student regarding confidential matters and there are multiple people nearby, at least leave interior visibility free with open blinds if you feel you must close the door. You may want to ask another faculty member to come into the room as a witness if a student becomes too upset. And of course, if a student becomes so upset as to be alarming or abusive, contact the division chair and/or the campus sheriff right away.

**Knowing Your Bargaining Agreement Contract**

What is the contract, how do I get one, and do I have to read it?

The contract (bargaining agreement) is available online. It is negotiated every three years and a new copy is provided for all union members. Additionally, it is available in pdf at the guild website: www.aft1521.org. The advantage of downloading a pdf version is that you can search for specific words to find key items rather quickly. If you do not have a copy, contact your chapter AFT president or grievance representative.

While reading the contract is a great idea, it is lengthy and sometimes confusing. So once reading through the contract will not guarantee much learning. Read sections that contain something of interest to you at the time. That way, you are more likely to retain the useful information. There are a few areas that require attention prior to teaching. Review the requirements for evaluation, non-teaching activities, and student evaluation forms, for example. These can help you prepare for your semester.

Also at the online website for AFT 1521, you will find several additional aids for both full-time and adjunct faculty, such as the Adjunct Survival Guide. Some of these aids have simplified parts of the contract.

Remember, even if you are not a Guild member, you must abide by the same contract. It is also not wise to assume everyone else (including administration and management) have read and understood the contract. Look up topics that come to your attention. (And finish that full reading when you have the time.)
Office Assignment

Why don't I have a private office or how do I get an office?

If you are full-time faculty, you will be assigned an office space by your division chair. Office space can be difficult to find in some buildings and areas. The contract guarantees full-time faculty have some specific items including Internet access and a telephone in an office. Adjuncts have the right to similar supplies and tools, but most often do not have an office for individual use. Since adjuncts spend limited time on campus in their office hours, sharing office space is reasonable. You will be given your own telephone number (to set up with voicemail that is accessible on and off campus), and logon codes to utilize Internet and Intranet tools.

Seniority Lists

What is a seniority list and do I need to be on it?

Seniority lists are especially important to adjunct faculty. Full-time faculty who teach additional hourly classes may qualify to be added to a seniority list. The idea of the list is to guarantee one class per semester to adjuncts who have taught for the college with satisfactory evaluations for a period of time. Upon retirement, a full-time faculty member may choose to be placed on a seniority list even if he or she did not teach hourly assignments while teaching full-time.

The contract specifies the requirements for earning a place on a seniority list, as well as restrictions for multiple department lists for full-time faculty.
VI. Administrative

Ancillary Activities

Ancillary activities are extra duties or expertise provided by an adjunct when there are insufficient full-time faculty to conduct necessary requirements. The contract specifies the type of duties and also the process for approval to do the activity or task for payment.

The education code allows adjuncts to be paid for these ancillary activities, or non-teaching assignments, without violating the 67% limit on load. These include but are not limited to:

- Curriculum development, course outline and student learning outcome revisions
- Division/department activities, such as program review, Program Learning Outcomes and Institutional Learning Outcomes assessments
- Shared governance or other college or district committees, accreditation
- Academic Senate
- Grant writing/working on grant projects
- Testing coordination, examination scoring, ESL book leveling
- Advising student organizations
- Joint Guild/District task forces
- Presenting workshops for professional development
- Editing department, college, or district newsletters

Payment is at the nonteaching rate. You have every right to request to be paid for tasks such as the ones listed above, but you must receive a signed form in advance of the beginning of the work.

Faculty Leaves

A leave of absence is an authorized absence from your job with the right to return to a position in the same classification at the conclusion of the leave. Adjunct employees are entitled to certain leaves, some with compensation and some without. There are 20 different kinds of leaves spelled out in the contract (See Article 25).

Medical Benefits

Medical benefits are provided for full-time faculty. Annually, there is an opportunity to choose one of the plans supported by the district. Read the comparison of plans carefully and attend a workshop or meeting to choose wisely. Documentation is not always clear.

Medical benefits for adjunct faculty are limited. Requirements are specified in the contract and include a minimum amount of classroom hours as well as a minimum length of consistent employment. With those requirements completed, adjunct faculty should receive a letter announcing eligibility for medical benefits. The district pays approximately half the cost of the lowest priced option. The difference in medical premiums is then taken from the adjunct's paycheck out of the 10 months of paychecks.
Retirement Benefits

Retirement benefits in the state and district are not easily understood. For this reason, there are annual district conferences about retirement. Upon hire, you will be asked to choose a retirement plan or be automatically put into the STRS CB plan if you are an adjunct unless you make a different choice upon hire. It is a good idea to discuss the options upon hire. There are some options for changing plans later, but they are limited and may have a negative impact.

Full-time faculty may qualify for lifetime medical benefits after a period of employment. The only way to be certain about your plan and benefits is to speak with the appropriate offices and people.

Salaries, Figuring Out Your Paystub

SALARIES: The Guild Bargaining Agreement contains a salary schedule in Appendix A. Salary negotiations may occur as frequently as once a year. Article 29 in the Bargaining Agreement (Contract) is updated every three years.

• How can I be sure I’m being paid correctly?
There is no one in the district or at your college(s) who checks to see whether you get paid the right amount or get paid on time. This is entirely up to you. The college personnel department records your hours, so it is important that they have the correct information about the number of hours you work. The district’s personnel department determines your pay rate (which column and step you are in on the pay scale). This department “releases” your assignment every semester, verifying your eligibility to be employed. If they do not release your assignment, you do not get paid. Payment in the LA district is based on a 20-hour week semester even though we only teach 15 weeks. Multiply your hourly pay rate (see Appendix A) times hours per week, times 20 weeks. Then divide the total by five to determine your monthly pay as it appears on your pay stub. Remember that it is incumbent upon you to check your hours, rate, and deduction information. If you spot a mistake on your paycheck, contact your college’s payroll department. If you still need help, contact your college chapter AFT president.

• How do I interpret the columns and steps?
There are multiple tables in the contract. Rating in is done at the district level, but basically, full time faculty will use Table 1 (preparation schedule) with Steps and Columns; coaches use the table in section h and adjuncts use the DESK table.

If you are an adjunct instructor and NOT also employed as a full-time classified staff member or an administrator, then you are in column K. Classified staff teaching as adjuncts are in column L, and regular contract faculty teaching overload are in column M. The nine steps refer to the years you have worked for the district. You also receive an hourly differential for office hours plus the hourly differential for pay equity for adjuncts in the 12, 15, and 18 hour disciplines for adjuncts in 12 and 15 hour disciplines. For PhD’s, another hourly amount is added.

The salary warrant also lists the number of full and half days of illness leave you have accrued. You will be receiving your pay stubs by email to your college email address.

• How do I interpret my pay stub?
Check your pay stub carefully. The district website (www.laccd.edu) has bulletins on how to
interpret the codes and forms to allow you to make changes. All of your deductions are listed, including your retirement plan. Voluntary deductions are also noted. If you are a union member, it will say “1521 member;” if not, it will say “1521 fee payer.” The same amount is deducted for union representation whether or not you are a member. (Employees are not automatically signed up as members of the union, so if you would like to join and take advantage of AFT benefits, sign and return a membership form, found online or with your college AFT 1521 Chapter President.)

**Where do I file a change of address?**

File a change of address with the payroll office at the college.
VII. Appendix A

COURSE OUTLINE OF RECORD (COR)

A Basic Tutorial (2014-06-11)

The Ed Code and Title 5 further require that faculty teach courses according to the COR. Thus, it is essential that every faculty member is acutely familiar with the COR of the courses they teach. This tutorial will explain how to view, print, and download a COR using the ECD system.

To view a course outline of record in ECD:

1) Navigate to https://ecd.laccd.edu. Then click “Find A Course” at the top of the list of options that appears on the Main Menu. (Note: You do not need to log in to view, print or download outlines. Log-ins are only when you are authorized to edit within ECD.)
The following screen will appear:

2) Click the down-arrow on the drop-down menu to the right of the “Campus” prompt, and then click the college desired.

3) Choose the desired status of the course from the “Status” drop-down menu. “Active” courses are those that are currently available for scheduling. “Suspended” courses are those that were previously active, but were subsequently deactivated, and cannot be scheduled unless re-approved. “Pending” courses are those that have been approved, but their effective date has not yet been reached. They may be scheduled in any term that begins after that date. In most cases, faculty will wish to view active courses.
Click the down-arrow on the drop-down menu to the right of the “Subject Name” prompt to view a list of all available course subjects. Use the scroll bar on the right of the menu to move through the alphabetical list, or begin typing the subject name until it appears. When the desired subject appears, click it.
5) Enter the course number, or leave the field blank to see all courses in the subject.

6) Once all fields have been specified, click “View Results.” A list of courses that match your specifications will appear.

In the example below, active courses in the Accounting subject were specified (but the course number field was left blank). Thus, all active Accounting courses appear. If a course number had been specified, this list would be narrowed to the course(s) with that number only.
To view the COR, click the “Click Here” link to the right of the desired course listed.

In ECD, the COR is divided into eight sections, each accessible by clicking a rectangular button along the top of the screen. Each section contains a set of elements that are related to each other. Section I contains the basic information about the courses identity (subject, number, description, prerequisites, corequisites, advisories, etc.). Section II contains the course content and objectives. Section III contains information about how the course is used in programs at the College. Section IV contains information about how the course articulates to transfer institutions. Section V contains additional information about how the course functions in programs, as well as various codes that relate the course to others of its kind statewide. Sections VI and VII deal with the current approval status of the course. Section VIII contains addenda used to validate limitations on enrollment (prerequisites, corequisites, advisories, etc.), distance learning modes, and hours to be arranged. For most faculty, sections I and II contain information most directly related to instruction.
Note: to the right of each screen is a link titled “Click Here to Edit This Course.” Clicking this link will create a proposed version of the course that must be approved according to the curriculum review process. Until that process is completed, the current proposal will remain in effect and the proposed version (which will have a different ECD number listed under the title) will not be available for scheduling and will not be visible from the “Find A Course” link. The curriculum review process takes time (several months) and requires the participation of all faculty in a given discipline. **You should not initiate a review proposal unless all appropriate planning processes have been completed.** For information on these processes, contact your Department Chair and/or Curriculum Committee Representative.

To print and/or download a copy of a COR:

Method 1:

1) Click the “Printer Friendly” link at the top of the screen. A screen showing a list of options will appear.
2) Check the boxes for the specific sections you would like to print or download. (All sections will be selected as a default, unless you specify otherwise.)

3) Check whether you would like to print (the default, unless you specify otherwise) or save as a “portable document format” (pdf) file.

4) Click “Press to Continue.” If you choose the “Print Friendly Screen” option, your computer’s print menu will appear. If you choose “Save To PDF” option, you will be prompted to enter a filename and location on your computer.

   Note: method 1 will not allow you to adjust the outline layout or change the text. To do that, use method 2.

**Method 2:**

1) Click the “Download to Word” link at the top of the page.

2) Then click “Click Here to Save Course Outline to Microsoft Word.” Then you will be prompted to enter a filename and location on your computer. This will save the entire outline in as a Word file. As such, you can edit the layout and appearance as well as the text. Doing so allows you to arrange COR elements into a more “readable” format for use in planning syllabi or lessons.

   Note: editing a Word version of an outline will have no effect on the approved COR, since it is no longer linked to ECD. Thus, using Word to edit outlines is not the correct method for initiating a review proposal, nor is emailing a Word version of a proposal to a Department Chair or Curriculum Committee Representative. The only way to initiate a review proposal is from within ECD. And again, this should only take place after all appropriate planning processes have been completed. (Contact your Department Chair and/or Curriculum Committee Representative for more information.)