Welcome to the new school year!

Whether you are continuing your teaching career or beginning your first class, we appreciate having you here to share your instructional expertise with our students and know you will find satisfaction and enjoyment teaching at Gavilan College.

This faculty handbook is designed to provide a comprehensive overview of the administrative and academic services available at the college, as well as general information that will assist you during your time here. Becoming familiar with the policies and procedures at Gavilan will answer many questions and provide a solid foundation for your academic service. For your convenience, an electronic version of the handbook is located at https://mail1.gavilan.edu/faculty/index.html.

In order to keep up with our extensive on-line resources, staff training opportunities and current events, you are encouraged to get an email account. To establish your address send an e-mail to (marviz@gavilan.edu) or call Mimi Arvizu in the MIS department at (408-848-4840). Include your first and last name and any forwarding e-mail address you may wish to use. If you do not want your e-mail forwarded, it can be viewed from the Gavilan intranet once your account is established and you log on to our server.

Please get to know our campus by attending some of the many events scheduled throughout the year. You will find that Gavilan College has something to interest everyone, from athletics to science demonstrations to our unique art gallery. Each one of us has a critical role in the success of our students, and represents our campus to the communities we serve. We are pleased that you have joined us, and know that you will contribute to our excellent learning culture here at Gavilan.

Thank you for choosing to teach at Gavilan College and best wishes for a great year. I am available any time to talk with you about the innovative trends in teaching and learning happening here at Gavilan...just stop by my office in the Administration Building.

Kathleen A. Rose, Ed.D.
Executive Vice President and Chief Instruction Officer
(408) 848-4760
krose@gavilan.edu
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- For a complete listing of available student services, please see the Gavilan College Catalog.
- See Index to locate specific items.
Section A

General Information
BACKGROUND AND SERVICE AREA OF GAVILAN COLLEGE

Gavilan College was originally established in 1919 as San Benito County Junior College. It operated under this title until 1963, when a new community college district was drawn that included both San Benito and southern Santa Clara Counties. Successful passage of a local bond in 1966 provided the needed funds to construct the main campus at Santa Teresa Boulevard in Gilroy.

The Gavilan Joint Community College District is comprised of 2,700 square miles including the communities of Coyote Valley, Morgan Hill, San Martin, Gilroy, Aromas, San Juan Bautista, Hollister, Tres Pinos, and Paicines.

In the spring of 1997, instructional sites were added in Hollister and Morgan Hill to augment offerings on the main campus.

With the passage of the Measure E facilities bond in 2004, Gavilan College upgraded the existing campus with institutional and classroom technology, expanded online services, and improved safety, access, and lighting. The district also prepared for the students of the future by acquiring property for future educational centers in Coyote Valley and San Benito County.

MISSION OF GAVILAN COLLEGE

In an environment that cultivates creativity, stimulates curiosity and emphasizes student learning, Gavilan College serves its community by providing high quality educational and support services that prepare students for transfer, technical and public service careers, lifelong learning and participation in a diverse global society.

VISIONARY EDUCATIONAL VALUES AND GOALS

<table>
<thead>
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<th>Values</th>
<th>Goals</th>
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<tr>
<td>An imaginative and nurturing community of learners, fostered through rigorous scholarship, creativity, and personal and professional development.</td>
<td>To be known for educational excellence</td>
</tr>
<tr>
<td>A college environment and social climate characterized by inclusiveness and mutual respect for all of our students, staff, and community.</td>
<td>To demonstrate involved and responsive community leadership</td>
</tr>
<tr>
<td>Excellence in and promotion of comprehensive programs, services, and activities.</td>
<td>To increase our accessibility</td>
</tr>
<tr>
<td>Partnerships that support the educational, economic and social development of the college and the communities we serve.</td>
<td>To encourage innovative instruction</td>
</tr>
<tr>
<td></td>
<td>To Lead in the application of appropriate educational technology</td>
</tr>
<tr>
<td></td>
<td>To promote a harmonious learning and working environment</td>
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PRINCIPLES OF COMMUNITY

As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect.

The Principles of Community provide the foundation which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism and fairness.

Gavilan College aspires to be:

- **Diverse**
  We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community.

- **Open**
  We believe free exchange of ideas requires mutual respect, trust and consideration for our differences.

- **Purposeful**
  We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning.

- **Just**
  We are committed to respect for individual dignity and equitable access to resources, recognition and security.

These Principles of Community, reflected in Board Policy 2715, guide the institution’s actions. They provide guidelines to follow and are to be considered a living document. Adherence to the Principles of Community is the professional responsibility of all staff. Behavior that is in conflict with the principles may be subject to peer review. Ultimately, Gavilan College is dedicated to fulfilling its mission with compassion, caring and understanding, while respecting all individuals.

Board Approved 12-14-10
ACCREDITATION

Gavilan College is fully accredited by the Western Association of Schools and Colleges (WASC), and was last granted a six-year accreditation in 2007.

ACCREDITATION SELF STUDY TIMELINE (2013):

SPRING 2010
March • Develop initial Self-Study timeline.

FALL 2010
September • Accreditation Liaison Officer (ALO) announces preparation planning for the upcoming accreditation.
• Self-Study will begin and invites faculty and staff to participate.
October • Self-Study faculty chair appointed as Accreditation Coordinator (AC) by the College President.
Mid-October • Establish Self-Study Steering Committee/Self-Study chairs.
November • Self-Study co-chairs are selected.

SPRING 2011
February • ALO, AC, Self-study chairs and co-chairs meet to establish framework for self-study process.
Mid-February • Develop student, faculty and staff survey instruments.
March • Steering Committee Self-Study chairs recruits Standards and Editing Teams.
• Training of Standards and section co-chairs.
March/April • Student, faculty and staff surveys are conducted.
April • AC chairs organization and planning meetings of the Standards and Editing Teams.
• Web site is established as a place where Self-Study information and progress is posted.
• Moodle site is established and opened to all committee members http://moodle@gavilan.edu
May • Survey results are posted to web site.

FALL 2011
September • AC establishes reference file that contains evidence and supporting materials for the Self-Study.
• ALO and AC provide an all campus flex presentation to kick-off the writing of the first draft.
• Teams are introduced.
• Faculty and staff are updated of the Self-Study progress, activities and expectations.
• Faculty and staff are introduced to Self-Study web site.
Mid-September
- Teams establish meeting schedule.
- AC attends each Standard’s team meetings as a resource for questions about research, progress and expectations.
- Teams write first draft of each Standard’s Descriptions.

October
- Teams write first draft of each Standard’s Evaluations and Planning Agendas.

November
- Teams meet to review and comment on draft sections of assigned Standard.
- Teams revise drafts based on feedback from Self-Study co-chairs.

SPRING 2012

January
- The Steering Committee meets to review and discuss first draft of Standards; all team members are invited.
- Progress is posted to web site.

February
- The Steering Committee begins to meet weekly with each standard as teams continue to edit and refine rough drafts and make suggestions.

May
- Second draft is posted to web page for college-wide input.
- An all Gavilan email is sent out announcing the posting.

SUMMER 2012

June-August
- Editing team edits second draft.

FALL 2012

September
- Webmaster posts Self-Study final draft to web site for student, faculty, staff and the public on the college web site.
- ALO provides an update on the Self-Study, during Faculty Staff Development Day.
- Directs all college constituencies to posting on web site and invites further input.

End of September
- Steering Committee meets to review final draft.

October
- Two college-wide forums are held to summarize final draft and to gather any further input.
- Self-Study is updated to reflect input from campus community.

November
- Final draft is forwarded to Board of Trustees as an information item.
- Self-Study is updated based on Board of Trustees feedback.
- Self-Study format is finalized and prepared for print by the Public Information Officer PIO).

December
- Self-Study submitted for Board of Trustees approval.
- PIO makes 2 CD’s of final draft and sends Self-Study to the printer.

SPRING 2013

January
- The Self-Study is mailed to the ACCJC and site visiting team members.

January–March
- Finalize web page site.
- Prepare the college for site visit: schedule team room, organize evidence, etc.

March
- Team visit: March 4-7, 2013.
WHO'S WHO!

Board of Trustees

Since it is not possible to foresee and legislate with specificity every problem that may possibly arise in school administration, the courts have uniformly held that boards have only such powers as the legislature, by express statute, confers upon them, and those necessarily implied to enable them to carry out the express powers granted. This is the permissive basis upon which most Board action is founded. The powers and duties of the Board are outlined in Education Code Sections 72200 through 72675.

The current Gavilan College Trustees are:

- Mr. Tom Breen (2012) San Benito County
- Mr. Walt Glines (2014) Gilroy
- Mr. Kent Child (2014) San Benito County
- Mr. Mark Dover (2012) Gilroy
- Ms. Laura Perry (2014) Morgan Hill
- Mr. Tony Ruiz (2014) San Benito County

Superintendent/President, Dr. Steven M. Kinsella

The position of President in a school district is defined in terms of the implied powers granted to the Board of Trustees as is indicated in Sections 70902(d), 72400 of the Education Code.

The Board delegates to the President of the college the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The President of the college is empowered to reasonably interpret Board policy. The President of the college shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The principal powers and duties of the President are:

- Be the chief executive officer of the governing Board of the district.
- Prepare and submit to the governing Board of the district, at such time as it may direct, the budget of the district for the next ensuing school year and revise and take such other action in connection with the budget as the Board may desire.
- Subject to the approval of the governing Board, assign all employees of the district employed in positions requiring certification qualifications to the positions in which they are to serve.
- Enter into contracts for and on behalf of the district.
- Submit reports showing the financial condition and state of the budget in the district, including outstanding obligations, to the governing board at least once every three months during the school year.
Executive Vice President and Chief Instructional Officer,
Dr. Kathleen A. Rose

The Executive Vice President guides the credit, non-credit and contract and community education instructional processes at the college and works closely with the President, other Vice Presidents, and instructional faculty and staff in the delivery of a comprehensive learning and teaching program. The Executive Vice President of Instructional Services provides administrative leadership to the Deans of Liberal Arts and Sciences and Career Technical Education, and coordinates the development of new instructional programs, guides the annual review of curriculum at the college, and provides coordination in developing the vision for innovative instructional services.

The Executive Vice President also:

- Serves as a resource to faculty in the development, implementation, and assessment of learning outcomes.
- Provides guidance and leadership in the continuous improvement of instructional delivery and educational planning.
- Plays a key role in the enrollment management process in the preparation of the master teaching schedule, exam schedules, catalog development process, and curriculum bulletins
- Provides leadership for preparation of the faculty handbook and other information/reports pertinent to instruction
- Prepares and administers the instructional budget and assistance in the planning and utilization of instructional facilities
- Chairs the Department Chair Meetings
- Serves on the Cabinet and the Administrative Council and on other councils and committees including the President's Council, the Curriculum Committee, the Faculty Staff Development Committee, and the Institutional Effectiveness Committee.
- Serves as the liaison between the college and the state in the approval of new courses and programs and for state reporting
- Works closely with instructional deans and faculty in the development and administration of policies and processes pertaining to classroom learning, student classroom behavior, technology needs, tenure review, and faculty evaluations

The Executive Vice President is located in the Student Center 127 on the Main Campus. You can contact the Instruction Office at 408-848-4761, or krose@gavilan.edu.
**Vice President of Administrative Services, Joseph Keeler**

The Vice President of Administrative Services is an assistant to the President with specifically assigned areas of responsibility with Administrative Services which include, but are not limited to the overseeing and managing the following:

- Business Services (budget, accounting, payroll, purchasing, fiscal management), Director, Susan Cheu at 848-4739
- Facilities Services (grounds, maintenance, custodial), Director, Jeff Gopp at 848-4705
- Human Resources (personnel, employee benefits, workers’ compensation), Director, Eric Ramones at 848-4753.
- Security and Support Services (security, parking, facility use scheduling, mailroom, switchboard, warehouse, reprographics) Director, Ana Garcia at 848-4720
- Management Information Services, Director, Mimi Arvizu at 848-4840
- Equal Opportunity Officer (civil rights, sex discrimination and harassment complaints)
- Health and safety, insurance and risk management
- Measure E bond planning, management, and implementation
- Faculty and Classified contract negotiations and grievances
- Bookstore, Golf Course, and Cafeteria operations

**Vice President of Student Services, John Pruitt**

The Vice President of Student Services heads the Student Services Division. The Division houses many services and programs that support student learning both in and outside of the classroom. In achieving the college’s commitment to an integrated and collaborative approach to instruction and services, the Student Services Division works closely with the Instructional Division and the Administrative Services Division in meeting the needs of students, the faculty, and staff. The division believes in a holistic approach to student success and retention that incorporates the classroom experience with opportunities for academic support, cultural and co-curricular experiences, and services that support the unique needs of each and every student.

The Student Services Division houses the following services and programs:

- Admissions and Records
- Articulation/Transfer Agreements
- Assessment Office
- Counseling
- Career and Transfer Services
- Disability Resource Center
- EOP&S
- Enrollment Management
- Financial Aid
- Guidance Curriculum
- Off-site Locations – Hollister, Morgan Hill
- Outreach and Recruitment
- Student Conduct and Discipline (non academic)
- Student Government (ASB) and Student Activities
- Student Health Services
- Tutoring (instruction under the Career Technical Education Dean)
- TRIO
- Student Discipline
In addition to these student services functions, the Vice President of Student Services leads a number of college-wide efforts that engage faculty, staff, and administrators throughout the college including:

- Development of the schedule of classes
- Enrollment Management – engaging the Research Office, Marketing and Public Information Office, Admission and Records, and the Instructional Administration to evaluate enrollment trends and recommend offerings to meet the changing needs of students
- Matriculation Services – a state-wide effort to enhance student success and increase transfer through a variety of linked services including admissions, orientation, assessment, counseling, and follow-up services
- Professional Development Day – serves as chairperson for activities planned for the beginning of the Fall and Spring semesters
- Graduation Committee – serves as chair of this college-wide committee

The Vice President of Student Services is located in Student Center 128 on the Main Campus. You can contact the Student Services Office at 408-848-4738, 408-484-4732 or by email at jpruitt@gavilan.edu.

**Deans**

**Dean of Liberal Arts/Sciences, Fran Lozano**  
**Dean of Career Technical Education, Sherrean Carr**

Deans are responsible to the Chief Instructional Services Officer within their specific areas of responsibility. All matters pertaining to budget, class schedules, evaluations, and assignment of classrooms are within the scope of their responsibility.

**Specific duties include:**

- Assess and monitor curricular needs of students, develop and recommend class schedules consistent with those needs
- Assign departmental faculty in accordance with district policy, credential qualifications, and expertise
- Represent departmental, student, faculty, and staff interests
- Recommend an annual budget relative to personnel, equipment, supplies, etc.
- Manage and coordinate evaluation and professional development of faculty and staff and make appropriate recommendations based upon the findings
- Maintain an ongoing process of program evaluation and analysis to determine if goals and objectives are relevant and are being met
- Oversee and facilitate day to day operation of the division’s instructional programs
Associate Deans

Associate Dean of the Disability Resource Center, Fran Lopez

The Associate Dean of the Disability Resource Center (DRC) is an integral part of the Student Services management team. Please see a description of the programs and services administered through the Disability Resource Center on page E-4.

Associate Deans are responsible to the Vice President of Student Services for supervising staff and instructional/student services activities in disciplines that require special attention.

Associate Dean of Extended Opportunity Programs and Services/CalWORKs, Anne Ratto

The Associate Dean of Extended Opportunity Programs and Services/CalWORKs, (EOPS) is an integral part of the Student Services management team. Please see a description of the programs and services administered through EOPS on page E-5.

Associate Deans are responsible to the Vice President of Student Services for supervising staff and instructional/student services activities in disciplines that require special attention.

Associate Dean of Community Development and Grants Management, Rachel Perez

The Associate Dean of Community Development and Grants Management is primarily responsible to the Executive Vice President for the development, coordination, and management of noncredit instruction and grants and other funding sources for categorical programs, special projects, and other community programs. Other areas of responsibility include:

- Provide outreach services, specialized noncredit instruction and literacy programs for targeted community groups
- Develops concepts for grant funding and other funding sources, coordinates planning with other campus areas; prepares, submits, and manages grants
- Works with community groups, business and industry, and other educational institutions, identifies need for noncredit training and coursework such as basic language skills, life enrichment, special interest, and other adult education
- Works with community-based organizations, assesses special needs of the community under grant funding, coordinates with faculty and other college staff, and initiates and assists with development of curriculum modifications, facility modifications, program modifications and special services to better serve the community
- Develops plans, and implements a seniors program at all off-site locations and the main campus
- Selects, trains, and evaluates noncredit faculty
- Oversees noncredit curriculum development; advising faculty in development, providing technical and writing assistance, reviewing and approving submittals, coordinating with committee and Department Chairs, and ensuring compliance with State, articulation, and legal issues
**Associated Student Body Advisor, Johanna Stewart**  
**Student Activities Director, Lewis Hall**

The Student Body Advisor oversees the student government/student senate including:

- Serving as advisor to the student government and executive cabinet.
- Teaching a leadership course (Social Science Department) for student leaders and the general student population.
- Educating students on and supporting students’ involvement in shared governance activities.
- Overseeing activities of the Associated Student Body on and off campus.

The Director of Student Activities supports the planning, implementation and evaluation of activities developed by students and student clubs and organizations. These include:

- Providing support to faculty/staff advisors for student clubs.
- Overseeing the development of the Associated Student Body’s annual budget in order to be in compliance with the college's budgeting processes.
- Overseeing and evaluating activities and facilities within the student center.
- Working with students to plan campus-wide events and activities.

**Regional Occupational Programs (R.O.P.) Liaison, Cathy Scattini**

The R.O.P. Program provides career preparation and skill training for adults, out-of-school youths, and high school students who are 16 years of age or older. The R.O.P. liaison serves as the link between the R.O.P. and the college in personnel, budget, and curricular matters. The liaison also provides a link between the community and the college's vocational courses.
Faculty

Our academic community is made up of a number of individuals. The primary organization is based on faculty disciplines/departments. The college's full-time and adjunct faculty are organized into academic disciplines and support services. Departments at the college include: English, Fine Arts, Social Science, Natural Science, Vocational/Technology, Allied Health, Business, ESL, and Library. The departments in Student Support Services are Counseling, Kinesiology/Athletics, and DRC.

Full-Time Faculty

Liberal Arts and Sciences

<table>
<thead>
<tr>
<th>English Department</th>
<th>Christina Salvin / Karen Warren, Co-Chairs</th>
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<tbody>
<tr>
<td>Erin Crook</td>
<td>English</td>
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<tr>
<td>Mark Fuzie</td>
<td>English</td>
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<tr>
<td>Jessica Hooper</td>
<td>English</td>
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<tr>
<td>Grant Richards</td>
<td>English</td>
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<tr>
<td>Christina Salvin</td>
<td>English</td>
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<tr>
<td>Scott Sandler</td>
<td>English</td>
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<tr>
<td>Karen Warren</td>
<td>English</td>
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<thead>
<tr>
<th>English as a Second Language Department</th>
<th>Mary Ann Sanidad, Chair</th>
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<tbody>
<tr>
<td>Kathy Campbell</td>
<td>ESL</td>
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<tr>
<td>Nicole Cisneros</td>
<td>ESL</td>
</tr>
<tr>
<td>Bea Lawn</td>
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</tr>
<tr>
<td>Mary Ann Sanidad</td>
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<thead>
<tr>
<th>Fine Arts Department</th>
<th>Arturo Rosette, Chair</th>
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<tbody>
<tr>
<td>Maria Amirkhanian</td>
<td>Music</td>
</tr>
<tr>
<td>Denise Besson-Silvia</td>
<td>Speech/Communication</td>
</tr>
<tr>
<td>Jane Edberg</td>
<td>Art</td>
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<tr>
<td>Shelley Giacalone</td>
<td>Speech/Communication</td>
</tr>
<tr>
<td>John Lawton-Haehl</td>
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<td>Albert Marques</td>
<td>Foreign Language - Spanish</td>
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<tr>
<td>David Perez</td>
<td>Foreign Language - Spanish</td>
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<tr>
<td>Arturo Rosette</td>
<td>Art</td>
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<td>Kimberly Smith</td>
<td>Journalism/English</td>
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</table>

<table>
<thead>
<tr>
<th>Natural Science Department</th>
<th>Rey Morales, Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dale Clark</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Elena Dachkova</td>
<td>Math</td>
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<tr>
<td>Marla Dresch</td>
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<tr>
<td>Hope Jukl</td>
<td>Math</td>
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<tr>
<td>Russell Lee</td>
<td>Math/Physics</td>
</tr>
<tr>
<td>Rey Morales</td>
<td>Biology</td>
</tr>
<tr>
<td>Jennifer Nari</td>
<td>Math</td>
</tr>
<tr>
<td>Ken Wagman</td>
<td>Math</td>
</tr>
</tbody>
</table>
Social Science Department
Leah Halper    History
Debra Klein    Anthropology
Enrique Luna    History
Carlton Oler    Psychology
Marc Turetzky    Political Science
Robin Kreider    Social Science

Technology

Library Department
Douglas Achterman    Head Librarian
Sabrina Lawrence    Distance Education Coordinator
Dana Young    Instruction / Technology Librarian

Career Technical Education

Allied Health Department
Debra Amaro    Nursing
Kaye Bedell    Nursing
Maria Machado    Nursing
Linda Stubblefield    Nursing
Susan Turner    Nursing

Administration of Justice, Business, and CSIS Departments
Robert Beede    Digital Media
Julian Kearns    Business
Steven Smith    Administration of Justice
Dennie Van Tassel    Computer Science
Ellen Venable    Computer Science
Jason Wolowitz    Accounting

Vocational and Technology Department
Gilbert Ramirez, Chair
(Child Development, Cosmetology, Aviation, Computer Graphics and Design, Coop. Work Experience)
Marlene Bumgarner    Child Development
Travis Flippen    Aviation
Patricia Henrickson    Child Development
Gilbert Ramirez    Cosmetology
Herbert Spenner    Aviation

A-12
Student Support Services

Counseling Department
Blanca Arteaga
Gary Cribb
Alice Dufresne-Reyes
Maria Garcia
Celia Marquez
Jesus Olivas
Rosa Rivera Sharboneau
Joanna Stewart
Leslie Tenney
Rosa Rivera Sharboneau, Chair
EOPS/CalWORKs Counselor
Learning Resource Center Instructor
Student Health Nurse
EOPS Counselor
Puente Counseling
Articulation, Counseling
Counseling
Associated Student Body Advisor, Counseling
Counseling

Disability Resource Center
Cheryl Brown
Lorraine Burgman
Lisa Franklin
Jane Maringer -Cantu
Tamara Merrill
Robert Overson
Karen Sato
Jane Maringer-Cantu, Chair
Instructor
Instructor/Learning Disabilities Specialist
Instructor
Instructor
Hope
Instructor/Learning Disabilities Specialist
Hope

Kinesiology/Athletics
Neal Andrade
Nikki Dequin
Susan Dodd
Kevin Kramer
John Lango
Susan Dodd, Chair
Baseball
Softball
Kinesiology
Volleyball
Strength/Conditioning

Department Chairs
Full-time faculty select department chairs according to the guidelines found in the District/GCFA negotiated contract.

1. Allied Health................................................................. Kaye Bedell
2. Business/CSIS..........................................................Ellen Venable
3. Counseling.............................................................Rosa Sharboneau
4. Disability Resource Center ......................................Jane Maringer-Cantu
5. English.................................................................Christina Salvin / KarenWarren
6. English as a Second Language ..................................Mary Ann Sanidad
7. Fine Arts ..............................................................Arturo Rosette
8. Library/Distance Education .......................................Douglas Achterman
9. Natural Science ......................................................Rey Morales
10. Physical Education/Athletics ......................................Susan Dodd
11. Social Science ....................................................... Carlton Oler / Marc Turetzky
12. Vocational Technology ...........................................Gilbert Ramirez
Directors/Supervisors

Richard Alfaro   Director, TRIO
Susan Alonzo   Director, Child Development Center
Mimi Arvizu   Director, Information Systems
Randy Brown   Director, Institutional Research
Eduardo Cervantes   Director, MESA
Jan Chargin   Director, Public Information Officer
Susan Cheu   Director, Business Services
Ana Garcia   Director, Security and Support Services
Jeff Gopp   Director, Facilities and Services
Lewis Hall   Director, Student Activities
Veronica Martinez   Director, Financial Aid
Terry Newman   Director, Community Education
Dave Phillips   Assistant Director, Information Systems
Eric Ramones   Director, Human Services
Susan Sweeney   Director, CalWORKs
Candice Whitney   Director, Admissions and Records
Judy Rodriguez  Instructional Site Coordinator, Hollister
Lorraine Welk   Instructional Site Coordinator, Morgan Hill
Alexis Bollin    Manager, Bookstore, operated by Follett

GCFA (Gavilan College Faculty Association) Officers:

President ................................................................. Leah Halper
Vice President, Full-Time ............................................................ Kaye Bedell
Vice President Part-Time .............................................................. Jane Rekedal
Secretary ................................................................. Jessica Gatewood
Treasurer ................................................................. Jan Janes

CSEA (California State Employees Association) Officers:

President ................................................................. Diana Seelig
Vice President ................................................................. Annette Gutierrez
Secretary ................................................................. Esteban Talavera
Treasurer ................................................................. Lucy Olivares
President's Council:

The President's Council serves as the college's central participatory council, functioning as the institution's primary recommending body. The structure and nature of the President's Council facilitates its interaction with all institutional constituencies. As the college's central recommending body, the Council's planning role is enhanced by its familiarity with all functions of the college, ensuring both a knowledgeable and an integrated perspective.

Members:

**Academic Senate Representative**

John Lawton-Haehl

Bea Lawn

**Administrative Representative**

Ron Hannon

**Professional Support Staff Representatives**

Diana Seelie

Dina Hampton

**Associated Student Body**

Mario Escudero

**Supervisory/Confidential Representatives**

Jan Chargin

Candice Whitney

Academic Senate Officers:

- **President**: John Lawton-Haehl (term ends 12/12)
- **Vice President**: Bea Lawn (term ends 12/11)
- **Recording Secretary**: Jen McMillen (term ends 12/12)

Senators:

- **Allied Health**: Linda Stubblefield (term ends 12/12)
- **Business/CSIS**: Ellen Venable (term ends 12/12)
- **Career Technical**: Travis Flippen (term ends 12/11)
- **Counseling/Student Services**: Johanna Stewart (term ends 12/11)
- **Disability Resource Center**: Robert Overson (term ends 12/12)
- **English**: Jen McMillen (term ends 12/12)
- **English as a Second Language**: Bea Lawn (term ends 12/11)
- **Fine Arts**: Christopher Kinney (term ends 12/12)
- **Kinesiology**: Neal Andrade / Kevin Kramer (terms end 12/12)
- **Library**: Sabrina Lawrence / Dana Young (term ends 12/12)
- **Natural Science**: Jennifer Nari (term ends 12/12)
- **Social Science**: Debbie Klein (term ends 12/12)
- **At Large - Full-Time**: John Lawton-Haehl (term ends 12/12)
- **At Large - Part-Time**: Ali Arid (term ends 12/11)

The constitution and bylaws of the Gavilan Academic Senate are found in Section C.
# 2012-2013 ACADEMIC CALENDAR

## SUMMER 2012 - 29 days
- **June 11** (Monday): First Day of Instruction
- **July 4** (Wednesday): Holiday (Independence Day)
- **July 20** (Friday): Last Day of Instruction

## FALL 2012 - 82 days
- **August 8**: Aviation First Day of Instruction
- **August 27**: New Faculty Orientation
- **August 28**: Flex Day (Mandated)
- **August 29**: First Day of Instruction
- **September 3**: Holiday (Labor Day)
- **November 12**: Holiday (Veterans’ Day, Observed)
- **November 22-25**: Thanksgiving Instructional Break
- **November 22, 23**: Holiday (Thanksgiving)
- **December 9-15**: Final Exams
- **December 15**: Last Day of Semester
- **December 24, 25**: Holiday (Christmas)
- **December 31, January 1**: Holiday (New Year's)

## WINTER INTERSESSION - 17 days
- **January 2** (Wednesday): First Day of Instruction
- **January 21** (Monday): Holiday (Martin Luther King)
- **January 25** (Friday): Last Day of Classes

## SPRING 2013 - 83 days
- **January 10**: Aviation First Day of Instruction
- **January 29**: Flex Day (Mandated)
- **January 30**: First Day of Instruction
- **February 15-18**: Presidents’ Day Instructional Break
- **February 15, 18**: Holidays (Presidents’ Day)
- **April 8-14**: Spring Instructional Break
- **May 24**: Graduation
- **May 19-24**: Final Exams
- **May 24**: Last Day of Spring Semester
- **May 27**: Holiday (Memorial Day)

## SUMMER 2013 - 29 days
- **June 10** (Monday): First Day of Instruction
- **July 4** (Thursday): Holiday (Independence Day)
- **July 19** (Friday): Last Day of Instruction
No change is reflected in items listed within pages A-18 through A-29 as contract negotiations were not concluded at the time of handbook publication. Salary information cited from GCFA FY2011-2012 contract

ARTICLE 23

SALARY

23.1 FACULTY SALARY SCHEDULE

The Faculty Salary Schedule for the fiscal year will be changed as noted in Appendix A.

23.1.1 Full-time Faculty

It is the goal of the District to provide compensation near to the 35th placement of those provided by all California community colleges.

In FY 2006/07 a longevity increment was established. Beginning July 1, 2006 the salary schedule in Appendix A was amended. Steps 20-22 were added to the Schedule. Each Step is a year interval of earned STRS and District service; there is no unit or co-curricular requirement for Steps 20-22 and there is no salary increment for Steps 20-21. A salary increment is added to Step 22, Track II, Track III, Track IV and Track V.
**APPENDIX A**

**FACULTY SALARY SCHEDULES**

**FULL TIME FACULTY SALARY SCHEDULE**

FY 2011-12

Effective August 1, 2011

*Includes 2% COLA over FY 2010-11*

Doctoral Stipend Included in TRACK V

<table>
<thead>
<tr>
<th>Step</th>
<th>Track I</th>
<th>Track II</th>
<th>Track III</th>
<th>Track IV</th>
<th>Track V</th>
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<td>6</td>
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Steps 15 - 19

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<th>Track IV</th>
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Are Career

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Increments

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<th>Track IV</th>
<th>Track V</th>
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Step 22 is a Longevity Increment

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<th>Track V</th>
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<td>104,902</td>
<td>107,909</td>
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</table>

Initial placement above step 6 requires administrative approval. Doctorate stipend of $3,007 added to each cell in Track IV to determine corresponding cell in Track V.
GAVILAN COLLEGE CONTRACT AND REGULAR ACADEMIC SALARY SCHEDULE

TRACK AND STEP PLACEMENT

1. The first six (6) years of education and work experience in the instructional field, or a combination thereof, shall be used to determine the proper column of the salary schedule for vocational instructors.

2. After the proper column has been determined for vocational instructors, all remaining years of experience not used for credentialing shall be used to determine the proper step on the salary schedule. For all instructors as appropriate, each year of teaching in an accredited institution shall be counted as one (1) step and each two (2) years of the kind of work that qualifies for the credential shall be counted as one (1) step. However, five (5) steps are the maximum number normally granted for teaching and work experience, with entry no higher than the sixth (6th) step. The Superintendent/President is authorized to negotiate for initial employment beyond the sixth (6th) step in cases of unusual circumstances. The Staff Development Committee must submit a recommendation to the Superintendent/President and he/she will present it along with his/her own recommendation for final placement in such cases.

3. All units listed in Track III B and Track IV B below must be taken subsequent to the degree.

4. Subtract $550.00 for less than minimum qualifications in Track I.

5. All college credits and degrees must be supported by official transcripts from accredited colleges and universities.

6. Any kind of work experience used for placement on the salary schedule must be verified by letters showing inclusive dates from former employers.

7. Advancement through Step 14 will be dependent on satisfactory completion of thirty-eight (38) hours of co-curricular activities (see Appendix B) as determined by Staff Development Committee.

8. Full-time Unit Members shall be employed by the District at least 60% of the teaching days in the academic year before qualifying for the next step on the salary schedule.

9. All courses used for advancement on the salary schedule shall have the approval of the Staff Development Committee. Prior approval is recommended.

10. No change in salary track classification through summer session units will be obtained unless such notice of intention to change salary classifications has been filed in the Vice President of Instructional Services’ office by June 7 of that year.

11. The requirements for salary placement/advancements on this academic salary schedule were modified by the 1980-81 Collective Bargaining Agreement. For those employees employed prior to the effective date of that agreement, the following language dictates their salary placement/advancement:

Initial salary placements made prior to the ratification of this agreement are not affected by, nor subject to the qualifications of the 1980-81 salary schedule.
However, any individual placed initially on Track I under the terms of any pre-existing salary schedule, and remaining on Track I at the time of this Agreement shall be allowed to advance to Track II upon the successful completion of fifteen (15) units of approved course work taken subsequent to the effective date of this Agreement. Track I employees who have initiated approved course work for the purpose of track advancement and who received authorization for such course work shall also be allowed to advance to Track II upon the successful completion of such work.

TRACK I
A. Community College Instructor/partial fulfillment
   1. No degree – six (6) years related work experience or
   2. AA* degree and four (4) years related work experience or
   3. BA* and two (2) years related work experience or
   4. Granted on the basis of enrollment in a Master’s degree
B. Other unsecured teaching credential valid for the Community College.

TRACK II
A. Community College Instructor Credential – Life
   1. No degree – six (6) years related work experience – twelve (12) semester units professional education course work and six (6) semester units’ electives.
   2. AA* degree and four (4) years related work experience – twelve (12) semester units professional education course work and six (6) semester units electives.
   3. BA* degree and two (2) years related work experience (major or minor in subject matter area related to the work experience) and six (6) semester units of appropriate professional education course work if required for life credential.
   4. Master’s degree*.
B. Other life teaching credential valid for the Community College.

TRACK III
A. Requirements for Track II, plus fifteen (15) units earned subsequent to meeting requirements for the life credential.

B. AA + seventy-five (75) units including MA or MA + fifteen (15) units.

TRACK IV
A. Requirements for Track III, plus fifteen (15) additional units earned subsequent to meeting requirements for the life credential.

B. AA + ninety (90) units including MA or MA + thirty (30) units.

TRACK V
Placement requires an earned Doctorate degree.

Note: *All degrees must be earned from a regionally accredited post-secondary education institution recognized by the Council on Post-Secondary Accreditation.
**CREDIT PART-TIME FACULTY SALARY SCHEDULE**

FY 2011-12

Effective August 1, 2011

*Based on .56% of Full Time Faculty Salary Schedule*

*Includes 2% COLA over FY 2010-11*

**LECTURE**

30 Unit Lecture Load Per Year

Pay Per One (1) Credit Semester Lecture Unit

<table>
<thead>
<tr>
<th>Step Placement Intervals</th>
<th>Track I Terms</th>
<th>Track I Hrly</th>
<th>Track I Sem.</th>
<th>Track II Terms</th>
<th>Track II Hrly</th>
<th>Track II Sem.</th>
<th>Track III Terms</th>
<th>Track III Hrly</th>
<th>Track III Sem.</th>
<th>Track IV Terms</th>
<th>Track IV Hrly</th>
<th>Track IV Sem.</th>
<th>Track V Terms</th>
<th>Track V Hrly</th>
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<tr>
<td>2 6 - 7</td>
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<tr>
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</tbody>
</table>

A prorated Doctorate Stipend has been added to each cell in Track IV to determine the corresponding cell in Track V

Meeting Rate = $35.72/hr. or a stipend

Additional Duty Rate, Counselors, College Nurse and Librarian will be compensated at the credit part-time lab rate

Lecture Overload: Full - Time Faculty Overload Lecture Instruction = Step 5 of Credit Part-Time Salary Schedule – Lecture

Notes:

Part-Time faculty fingerprint costs will be paid for by the district.

The hourly rates are calculated by dividing the semester course rates by 17.34.

The workload per unit includes part-time faculty office hours and “flex day(s)” (prorated). Ancillary duties and stipends given to part-time faculty are not included in the calculations of work load. For example, ancillary duties and stipends are not included under the “60% Rule” covered by California Education Code 87482.5.
PART-TIME FACULTY SALARY PLACEMENT - CREDIT INSTRUCTION

TRACK AND STEP PLACEMENT

1. Education and work experience in the instructional field, or a combination thereof, shall be used to determine the proper column of the salary schedule.

2. After the proper column has been determined for vocational instructors, all remaining years of experience not used for credentialing shall be used to determine the proper salary placement. For all instructors as appropriate, each year (based on two (2) terms per year) of teaching in an accredited community college institution shall be counted and each two (2) years (based on two (2) terms per year) of the kind of work that qualifies for the credential shall be counted.

3. Maximum beginning placement: New instructors may be given placement credit up through a maximum of Step 3 (8-9 Terms) of prior teaching and/or professional experience. Such experience must be comparable and/or directly related to the teaching assignment.

4. “Term” means a semester or equivalent earned during a regular academic term (i.e., Fall and Spring semesters only).

5. After initial placement faculty can not move more than one (1) step per year from the date of hire and terms required must be earned during the Fall and Spring semesters only with all terms being taught for the Gavilan Joint Community College District.

6. All units listed in Track III, Track IV, and Track V below must be taken subsequent to the degree.

7. All college credits and degrees must be supported by official transcripts from accredited colleges and universities. Proof of all information used in Track and Step placement must be provided at least 60 days after the date of hire or placement will be effective the following semester.

8. Any kind of work experience used for placement on the salary schedule must be verified by letters showing inclusive dates from former employers.

9. For movement across tracks, after initial placement, units must be approved by the Staff Development Committee and verified by supporting documents.

10. No change in salary track classification through summer session units will be obtained unless such notice of intention to change salary classifications has been filed in the Vice President of Instructional Services’ office by June 7 of that year.
Track and Step Placement for Existing (FY 06/07) Lecture Part-Time Faculty

“Existing” part-time faculty are those part-time faculty that taught in either the Fall 06 semester and or the Spring 07 semester and who will also be teaching in the Fall 07 semester.

Existing part-time faculty will have a “recalculated initial placement” that will be effective for the Fall 07 semester. The recalculated initial placement will be completed by the Vice President, area Dean, Athletic Director, or Associate Dean, will be based on current practice for number of terms, and will not need to be approved by the Staff Development Committee.

Once the recalculated initial placement is verified the current contract articles concerning track and step placement will apply.

Verified supporting documents for the recalculated initial placement must be provided no later that October 1, 2007. After that date the current articles concerning track and step placement will apply.

TRACK I
A. Community College Instructor/partial fulfillment
   1. No degree – six (6) years related work experience or
   2. AA* degree and four (4) years related work experience or
   3. BA* and two (2) years related work experience or
   4. Granted on the basis of enrollment in a Master’s degree
B. Other unsecured teaching credential valid for the Community College.

TRACK II
A. Community College Instructor Credential – Life
   1. No degree – six (6) years related work experience – twelve (12) semester units professional education course work and six (6) semester units’ electives.
   2. AA* degree and four (4) years related work experience – twelve (12) semester units professional education course work and six (6) semester units electives.
3. **BA* degree and two (2) years related work experience (major or minor in subject matter area related to the work experience) and six (6) semester units of appropriate professional education course work if required for life credential.**

4. **Master’s degree*.**

B. Other life teaching credential valid for the Community College.

**TRACK III**

A. Requirements for Track II, plus fifteen (15) units earned subsequent to meeting requirements for the life credential.

B. AA + seventy-five (75) units including MA or MA + fifteen (15) units.

**TRACK IV**

A. Requirements for Track III, plus fifteen (15) additional units earned subsequent to meeting requirements for the life credential.

B. AA + ninety (90) units including MA or MA + thirty (30) units.

**TRACK V**

Placement requires an earned Doctorate degree.

Note: *All degrees must be earned from a regionally accredited post-secondary education institution recognized by the Council on Post-Secondary Accreditation.*
# CREDIT PART-TIME FACULTY SALARY SCHEDULE

**FY 2011-12**

**Effective August 1, 2011**

*Includes 2% COLA over FY 2010-11*

## LAB

<table>
<thead>
<tr>
<th>Step</th>
<th>Step Placement Intervals</th>
<th>Hourly Rate</th>
<th>Semester Rate</th>
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<td>1</td>
<td>0-5 Terms</td>
<td>47.64</td>
<td>826.08</td>
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<tr>
<td>2</td>
<td>6-11 Terms</td>
<td>51.33</td>
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<tr>
<td>3</td>
<td>12+ Terms</td>
<td>55.14</td>
<td>956.13</td>
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</table>

Meeting Rate = $35.72/hr. or a stipend

Additional Duty Rate, Counselors, College Nurse and Librarian will be compensated at the credit part-time lab rate

Lab Overload:
- **Full-Time Faculty Overload Lab Instruction** = Step 3 of Credit Part-Time Salary Schedule – Lab
- **Full-Time Faculty Counselors/Nurse/Librarian** = Step 3 of Credit Part-Time Salary Schedule – Lab

Maximum beginning placement: New instructors may be given placement credit up through a maximum of five (5) years or 10 terms of prior teaching and/or professional experience. Such experience must be comparable and/or directly related to the teaching assignment.

**Notes:**

- Part-Time faculty fingerprint costs will be paid for by the district.
- The hourly rates are calculated by dividing the semester course rates by 17.34.
- The workload per unit includes part-time faculty office hours and “flex day(s)” (prorated).
- Ancillary duties and stipends given to part-time faculty are not included in the calculations of work load. For example, ancillary duties and stipends are not included under the “60% Rule” covered by California Education Code 87482.5.

1. Pay is calculated using three variables:
   A. The type of instruction, i.e., lab or lecture. The lecture and/or laboratory designation for each course is established by the curriculum committee and listed in the approved course outline.
B. The total number of semester course hours scheduled. (Combined sections are normally compensated as a single course.)

C. The pay level of the individual instructor.

2. Gross pay for a course is based upon a flat rate of pay per semester course hour, multiplied by the number of assigned semester course hours as established by the curriculum committee and listed in the approved course outline.

Note: A semester course hour is equal to meeting a class one hour per week for each week of the semester.

Example A. A typical 3 unit lecture class, meeting 3 hours per week, for a full semester, will earn 3 semester course hours of gross pay.

Example B. A typical 3 unit lecture class, meeting 6 hours weekly, for ½ semester, will earn 3 semester course hours of gross pay.

3. Courses with a combination of lecture and laboratory designated hours will be paid according to the proportional split of those hours scheduled.

4. Full-time non-credit faculty teaching an overload for extra pay shall be placed on Step 3.

5. All instructors must meet minimum qualifications for the discipline, or have established equivalency verification, or hold appropriate certification.
## NON-CREDIT PART-TIME FACULTY SALARY SCHEDULE

**FY 2011-12**  
**Effective August 1, 2011**

*Includes 2% COLA over FY 2010-11*

<table>
<thead>
<tr>
<th>Step</th>
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</tr>
</thead>
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<td></td>
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<td>BA (or AA)</td>
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<tr>
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<tr>
<td>2</td>
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<td>3</td>
<td>12+ Terms</td>
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Maximum beginning placement: New instructors may be given placement credit up through a maximum of five (5) years or 10 terms of prior teaching and/or professional experience. Such experience must be comparable and/or directly related to the teaching assignment.

**Notes:**  
Part-Time faculty fingerprint costs will be paid for by the district.

The workload per unit includes part-time faculty office hours and “flex day(s)” (prorated). Ancillary duties and stipends given to part-time faculty are not included in the calculations of workload. For example, ancillary duties and stipends are not included under the “60% Rule” covered by California Education Code 87482.5.

1. Pay is calculated using three variables:
   A. The type of instruction, i.e., lab or lecture. The lecture and/or laboratory designation for each course is established by the curriculum committee and listed in the approved course outline.
   B. The total number of semester course hours scheduled. (Combined sections are normally compensated as a single course.)
   C. The pay level of the individual instructor.

2. Gross pay for a course is based upon a flat rate of pay per semester course hour, multiplied by the number of assigned semester course hours as established by the curriculum committee and listed in the approved course outline.

**Note:** A semester course hour is equal to meeting a class one hour per week for each week of the semester.

**Example A.** A typical 3 unit lecture class, meeting 3 hours per week, for a full semester, will earn 3 semester course hours of gross pay.
Example B. A typical 3 unit lecture class, meeting 6 hours weekly, for ½ semester, will earn 3 semester course hours of gross pay.

3. Courses with a combination of lecture and laboratory designated hours will be paid according to the proportional split of those hours scheduled.

4. Full-time non-credit faculty teaching an overload for extra pay shall be placed on Step 3.

5. All instructors must meet minimum qualifications for the discipline, or have established equivalency verification, or hold appropriate certification.
Section B

For Your Information
USEFUL TELEPHONE NUMBERS

(NOTE: dial `8' plus the phone number for an outside line from any Gavilan office phone. The online staff directly is available at http://www.gavilan.edu/dir/index.php)

IF YOU ARE AN INSTRUCTOR AND CANNOT MEET YOUR CLASS:

- Call the Dean of your area or his/her assistant:
  Fran Lozano / Michele Cortes (Liberal Arts and Sciences) ........................................ 848-4702/4701
  Sherrean Carr / Katie Day (Career Technical Education) ........................................ 848-4757/4719

IN CASE OF FIRE, MEDICAL, POLICE EMERGENCY ......dial `8', then 911
DIAL "10" TO ALERT SECURITY FOR EMERGENCY RESPONSE.

- SECURITY
  Emergency Response (in-house) from campus ext/phone, or ........................................... '10'
  Emergency Response (security cell phone) ................................................................. '8' 710-7490
  Security Office (in house) .............................................................................................. Ext. 4703
  Ana Garcia, Director of Security and Support Services ............................................ 848-4720

- STUDENT HEALTH SERVICES
  Nurse, Alice Dufresne-Reyes ................................................................. 848-4791
  Counseling on Campus .................................................................................. 848-4723

- MAINTENANCE ........................................................................................................ 848-4705/4975
  Jeff Gopp, Director of Facilities Services ............................................................ 408 710-7497

OTHER CONTACT INFORMATION:

- Superintendent/President, Dr. Steven Kinsella .......................................................... 848-4712
  Angie Oropeza, Executive Assistant to the President ........................................... 848-4711

- Executive Vice President and
  Chief Instructional Officer, Dr. Kathleen A. Rose ............................................... 848-4760
  Pilar Conaway, Executive Assistant ........................................................................ 848-4761

- Vice President of Student Services, John Pruitt .................................................... 848-4732
  Grace Cardinali, Executive Assistant ...................................................................... 848-4738

- Vice President of Administrative Services, Joseph Keeler ...................................... 848-4715
  Nancy Bailey, Executive Assistant .................................................................... 848-4731

- Academic Senate President, John Lawton-Haehl .............................................. 848-4860
- G.C.F.A. President, Leah Halper ........................................................................... 848-4846
When is the Campus Open?  

The main entrance gates to the college are opened at 6:00 a.m., Monday through Friday, except on designated holidays. The gates close at 10:00 p.m., on Monday through Friday during the fall and spring semesters, except designated holidays. For safety/security reasons, staff are directed to leave the campus before 10:00 p.m. along with students and community members who may be visiting. On Saturdays, Sundays, and holidays the gates are ONLY opened and closed according to scheduled classes and events. Security will have the most current schedule.

Where Do I Get a Parking Permit?  

Staff parking areas are designated yearly. Specific spaces are reserved for faculty or staff. Staff permits are available at the cashier's office. If faculty is on campus only in the evening, the permit can be requested through the evening secretary (X4706). Permits are to be used only by the staff member to whom they are assigned and are not meant to be given or loaned to family/friends. Staff may park in student spaces when staff parking is full.

How do I get Audio/Visual Support?  

During daytime class hours, call the MultiMedia Center on the main campus at (408) 846-4906. A/V requests can also be made through the Gavilan College Intranet from the Faculty/Staff page and emailed to Pablo Balancio pbalancio@Gavilan.edu ("cc" Shawn Mulcare, smulcare@Gavilan.edu). Evening and off-site instructors should contact the evening secretary or site manager and plan 72 hours in advance for any special A/V equipment.

Where Do I get a Course Outline?  

Course outlines can be obtained by either logging on to the Curriculum website or from Self Service Banner.

- Course outlines are available on the curriculum website at http://www.gavilan.edu/curriculum. To obtain a course outline from the Curriculum website, click on the "Faculty and Staff" tab from the main Gavilan webpage and select "Curriculum. Select “Course Outlines” on the left-hand side of the page. Click on the appropriate subject to see the list of available course outlines.

- To obtain a course outline from Self Service Banner, click on the ''Self Service Banner'' link from the main Gavilan webpage. Enter your Gavilan ID number and pin number. Once logged on to Self Service Banner, click on the "Intranet" tab. Under Program Planning and Assessment, click on "View Course Outlines". Click on the appropriate Subject to see the list of available course outlines.

For assistance, contact the Curriculum Specialist, Bonnie Donovan, at bdonovan@gavilan.edu or 408-848-4770. Department Chairs or Deans can also provide you with additional course materials.
How Do I Get a Key?

The following is the procedure for acquiring keys:

- Submit a Work Order (W/O) to maintenance@gavilan.edu requesting a key. On the W/O include the name of the key recipient, the site name, the room number, door number, and any other pertinent information.

- The originator of the Key Requisition Form then submits the signed forms to the Facilities Maintenance department. Key Requisition is retained by the Facilities Maintenance department and the key is returned to the requestor.

- When an employee terminates their employment from the College the bottom portion of the Key Request Form along with the key is returned to Facilities Services for re-entry into the system. The key may be submitted to Facilities Services via the Human Resources Department upon termination of employment.

Employees who are issued keys are responsible for them and should be aware of the policy since key and key systems can be compromised by lost or stolen keys. Unless otherwise stated via contractual agreement, a fee of $25 will be assessed to the employee for lost pass keys and $100 for a lost master key.

Employees who have site access and keys are responsible for becoming familiar with intrusion alarm system codes, pass codes, and procedures before entering any alarmed buildings or areas on weekends or off-hours. Contact your area Dean or his/her assistant to obtain a pass code. Campus Security is responsible for the issuance, authorization and change of alarm codes. Administrators cannot change a code with the security service provider.

Keys are not generally issued to part-time faculty. On weekdays, Facilities will unlock the doors and Security will lock them after classes. Any exceptions must be made through the appropriate dean.

How Do I get a Gavilan College e-mail Account?

Send an e-mail (marvizu@gavilan.edu) or call Mimi Arvizu in the MIS department (408-848-4840). Include your first and last name and any forwarding e-mail address you may wish to use. If you do not want your e-mail forwarded, it can be viewed from the Gavilan intranet once your account is established and you log on to our server.
Payroll

10th-of-the-Month full and part-time faculty - timesheets are due to the supervising administrator on the last working day of the month. Supervising administrators must turn in timesheets to payroll by the 2nd day of the month. All documents for additional pay such as faculty overload are due to payroll by the 15th of the month.

End-of-the-Month permanent faculty - Payday is the last working day of the month. End-of-the-month employees are encouraged to sign up for automatic deposit of their payroll check.

Procedures for Picking up Checks

Checks will be available at the cashier window (located inside the Business Office Building next to Parking Lot A) between 10:00 a.m. and 3:00 p.m. A designated person may pick up checks with a signed and verifiable note from the payee. The person designated to pick up the check must present picture identification. Checks not picked up by 3:00 p.m. will be mailed that day.

Reprographics

Reprographics is located in the Security/Facilities Building. Place your requests for regular work in the Reprographics mailbox. Mail is generally picked up once a day. You may also drop off your requests at the Reprographics Department. The Reprographics Request for Service forms are available online through the Intranet as well as the wall file outside the mail room. Please plan to pick up the completed work.

3 – 5 working days ------ 1,000 copies or less
5 – 10 working days ------ 1,000 + copies
30 (minimum) working days for textbooks

The choice of paper textures and colors is limited to those on hand. You will need to request special paper and/or colors through the duplicating equipment operator, stating the reason it is required.

Typing for Instruction

Typing and clerical services are available to all faculty as staff time permits. The Evening Secretary at 408 852-2814, may provide clerical support.

Please allow at least the following length of time for completion:

24 hours . . . . . 1 to 2 page letters
2 days . . . . . 3 or more page letters
3 days . . . . . 1 to 3 page handouts
5 days . . . . . 4 to 6 page handouts
10 days . . . . . 7 or more page handouts
10 days . . . . . tests

If you have long typing assignments, make arrangements in advance. Allow an additional 5 days for duplicating. It is advisable to allow extra time during mid-term and final exam periods in order to accommodate numerous requests.
Mail

Full and part-time faculty, administrators, and classified staff mailboxes are located in the administration building next to the financial aid office. Directories of individual staff members and departments are located on the walls next to the mailboxes. Packages that don’t fit into the mailboxes are labeled with the recipient’s name and placed in a bin, and a notice is placed in the individual’s mailbox informing them that they have a package for pick-up. Mail to be postmarked, (or pre-stamped) can be left in the incoming mail tray in the mailroom. Mail is picked up on a daily basis by the U.S. Postal Services. UPS overnight service is also available through the mailroom.

Evaluation

Evaluation of faculty is conducted by a procedure agreed upon by the Faculty Association and the District. Evaluations are required by State law for full-time permanent faculty (see the collective bargaining contract.) The evaluation process of part-time instructors is included in the bargaining unit contract. The administration is responsible for conducting the evaluation process.

Workers’ Compensation Law

It is your responsibility to advise your supervisor of any work injury incurred. An employee who is injured must receive a claim form within 24 hours. Any supervisor who is aware of an injury to an employee must assume the responsibility of getting claim forms to the employee. The forms are available through your dean or the human resources office.

Note: the law requires that District supervisory personnel assume the responsibility for making sure a form is available to the injured employee. A significant fine is levied if the notification from the employee is not filed.
The following standing committees have been established to deal with appropriate issues. Each committee will formulate its own operational procedures and meeting schedule. As issues arise that do not fit within the scope of the responsibilities of the standing committees, ad hoc committees may be appointed.

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<th>Committee/Meetings</th>
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<th>Administrative Resource</th>
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<td>Academic Senate</td>
<td>Senate President</td>
<td>Senate President</td>
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<tr>
<td>Administrative Council</td>
<td>Sherrean Carr</td>
<td>Steven Kinsella, Superintendent/President</td>
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<td>Budget</td>
<td>Joe Keeler</td>
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<td>Counseling Department</td>
<td>Rosa Rivera, Sharboneau</td>
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<tr>
<td>Curriculum</td>
<td>Susan Dodd</td>
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<td>Sabrina Lawrence</td>
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<td>Faculty Staff Development</td>
<td>Susan Turner</td>
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<td>Joe Keeler, Alice Dufresne-Reyes</td>
<td>Joe Keeler, V.P. of Administrative Services, Nurse, Health Services</td>
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<td>ACADEMIC SENATE</td>
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<td>MONDAY</td>
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Section C

Faculty Responsibilities

Gav Press staff - Photo courtesy of the Gav Press
The information in this section is a compendium of input from many sources: The Education Code, Accreditation Standards, local decisions by the governance groups (including collective bargaining), and traditional instructional pedagogy.

Any suggestions that instructors might have to clarify or simplify this information are welcome.

**RESPONSIBILITIES OF FACULTY**

The primary responsibility of the instructional faculty is teaching. This includes responsibility for the following:

1. Developing evaluation procedures, measurement instruments and course syllabus for each course and filing them with the appropriate Dean. Awareness of student learning outcomes and program learning outcomes, and incorporation of SLOs into the instructional design of the course taught.

2. Turn in required reports (census, grades, book orders, etc.) on time.

3. Ordering essential materials and equipment in sufficient time for effective use.

4. Maintaining high performance standards for all students in each class. These performance standards must be clearly presented to the students at the beginning of each semester with a course Introductory Statement. This handout and/or syllabus is distributed to each student and the supervising Dean, and includes, but is not limited to, the following:
   a. Name of instructor
   b. Number and title of the course
   c. Brief overview of course
   d. Course prerequisite (if any)
   e. Course learning outcomes
   f. Course content and schedule
   g. Textbook and materials needed
   h. Course requirements
      (1) Attendance
      (2) Evaluation procedures
   i. No record shown (NRS) and withdrawal (W) dates and process
   j. ADA accommodations statement
   k. Occupational/vocational statement
   l. Student honesty policy reference statement

5. All final examinations are to be given at the time and location scheduled. Exceptions can only be granted by the appropriate Dean. If a faculty member arranges for a student to take an exam or other graded activity outside of the normal class time, the faculty member must be present or arrange for another faculty member to proctor the exam. Under no circumstances will a faculty member not be present.

6. The desired conduct, speech, dress, and appearance of instructors are presented in the Code of Ethics of the Education Profession. We seek to abide by these standards.
PRINCIPLES OF COMMUNITY

As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect.

The Principles of Community provide the foundation which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism and fairness.

Gavilan College aspires to be:

- **Diverse**
  We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community.

- **Open**
  We believe free exchange of ideas requires mutual respect, trust and consideration for our differences.

- **Purposeful**
  We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning.

- **Just**
  We are committed to respect for individual dignity and equitable access to resources, recognition and security.

These Principles of Community, reflected in Board Policy 2715, guide the institution’s actions. They provide guidelines to follow and are to be considered a living document. Adherence to the Principles of Community is the professional responsibility of all staff. Behavior that is in conflict with the principles may be subject to peer review. Ultimately, Gavilan College is dedicated to fulfilling its mission with compassion, caring and understanding, while respecting all individuals.

Board Approved 12-14-10
CODE OF ETHICS OF THE EDUCATION PROFESSION

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all good educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Principle 1

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student's access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--

   a. Exclude any student from participation in any program

   b. Deny benefits to any student

   c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

**Principle II**

*Commitment to the Profession*

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a noneducator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

--Adopted by the NEA 1975 Representative Assembly
STANDARDS OF RIGOR FOR DEGREE AND NON-DEGREE APPLICABLE COURSES

Degree Applicable Courses:

- An "official" course outline which states the scope, unit objectives, content, reading and writing assignments, teaching methods, student learning outcomes, and system of evaluation. (Copies of course outlines are available from the Department Chairs and the Deans, and online at https://mail1.gavilan.edu/ssb/course_outlines/index.html.)
- A system of measuring student performance that includes essays, unless skill demonstration or problem solving is more appropriate.
- Two hours of student work, outside class time, for each hour of lecture (prorated for laboratory and activity classes).
- A broad scope and intensity of work requiring independent study on the part of students outside of class.
- Entrance skills (pre-requisites and co-requisites) for students that are clearly indicated.
- College level language and computational skills.
- Critical thinking and the use of college level vocabulary and learning materials.

Non-Degree Applicable Courses:

- An "official" course outline similar to the one described above.
- A system of measuring student performance.
- Appropriate standards for outside work and independent study by the student.
- Course pre-requisites and co-requisites as applicable.

GAVILAN COLLEGE CATALOG

The official catalog of Gavilan College is located online at www.gavilan.edu. While print copies are available for your convenience, the most up-to-date information will be found online. Print copies of the catalog are available at Admissions and Records and at the college bookstore.

BUILDING THE CLASS SCHEDULE

Student Services oversees the development of the class schedules (twice/year) and the college catalog (bi-annually). Surveys are periodically conducted, data collected, and previous course offerings evaluated in order to revise and design the publications. Student input is solicited and counseling faculty and Department Chairs recommend changes. The Public Information Office finalizes the final product. The class schedule is also on the college's web page.
ATTENDANCE AND RECORD KEEPING

There is a positive correlation between student attendance and success in the course. The data is particularly dramatic during the first five weeks of the semester. Students who attend over 90% of those class meetings are likely to receive “A's” and “B's”. Students receiving “F's” or “withdrawals” are likely to skip classes during that time.

We encourage you to promote consistent appearance in class. An alert, a notice, a postcard, or a phone call to non-attending students is often effective.

Another reason student attendance is important is that attendance is the basis of state reimbursement. Funding is based on the enrollment and attendance of each student at First Census each semester. It is imperative to drop students who have ceased attending. While it is ultimately the responsibility of the student to drop courses officially, the responsibility for accurate fiscal reporting is ours, and so faculty are required to report “no shows” and drops on First Census reports.

To assist you in student recordkeeping, the Admissions and Records Office makes rosters available to you on Self-Service Banner. Log on from the Gavilan webpage and print a copy of your roster(s), prior to the start of your class, and use it to begin collecting attendance information in preparation for First Census. Please check your roster and verify attendance every class period for the first two weeks of the term. If you need assistance, please call the Admissions and Records Office (848-4751).

You may view and/or print updated rosters at any time during the semester. The roster lists those students who have officially registered (or subsequently dropped) your course. Gavilan does not have an auditing policy and non-registered students are not authorized to attend. To receive credit, everyone must be registered by the last day of the late registration period or, for late starting classes, by the first day of the class. Student attendance data are kept for three years after the completion of a semester.

Add Codes

Each course has a number of four-digit “add codes” which are available a few days prior to the starting day of the term and may be printed out in Self-Service Banner on the Gavilan website. These codes are unique to each section and are to be issued to students you wish to add to your course(s) once the semester has begun and your class is filled. The choice to add additional students through the add code process is entirely optional.

The add code is required in order to enable the student to register on the web or in person at the Admissions and Records office. An instructor’s signature is not a substitute for an add code. Remind students that they must complete any add code enrollment by registering and paying for the course either on the web or at the Admissions and Records office.
Course Conflicts

If you are agreeing to allow alternate arrangements for a part of your class, please indicate in writing (or email to Grace Cardinalli at gcardinalli@gavilan.edu) that this is okay and arrangements to make up hours have been set.

Positive Attendance

Student attendance reporting for graded and non-graded attendance is recorded hour by hour. The total number of positive attendance hours are collected on Self-Service Banner within three business days of the end of the class for courses requiring this form of attendance accounting.

Official Class Rosters

Official Class Rosters are distributed to instructors twice during the semester:

First Census
Instructors are required to drop students as of the First Census date who never attended (“no shows”) or stopped attending without going through the official withdrawal process. It is particularly important that this First Census be accurate as the state bases our funding on the number of students in attendance on this day. The First Census Rosters are to be signed and returned to the Admissions and Records Office by the specified date, even if no student is being dropped.

Clean-Up Rosters
This is a chance for instructors to clear the rosters of students who stopped attending after the First Census and before the “W” deadline. If there are no corrections, the form does not need to be returned to the Admissions and Records Office.

Withdrawal Procedure

Students who wish to drop a class may do so using Self-Service Banner or by completing a pink “Change of Program” card and filing it in person with the Admissions and Records Office on the main campus or at the Morgan Hill or Hollister sites.

Grades for dropped courses will be assigned as indicated below:
• Weeks 1 – 5: NRS (No Record Shown) 30% of the semester
• Weeks 6 – 12: W (Withdrawal) 75% of the semester
• Week 13 – 16: F (Fail) or I (Incomplete)

The exact dates are attached to the semester calendar that you will receive from the Admissions and Records Office at the beginning of the semester.

NOTE: It is the student’s responsibility to complete the drop process once First Census has passed.

Final Grades

All final grades and positive hours (if applicable) are submitted on Self-Service Banner by the instructor and are due no later than three business days after the end of the semester, term, or short-term course.
INSTRUCTOR'S RESPONSIBILITY FOR GRADING

Policies on Grading
Courses shall be graded using the grading system established by Title 5. The grading system shall be published in the college catalog and made available to students.

The grading system shall include, and faculty shall use, the "plus and minus" designation in combination with letter grades, except that C minus shall not be used. (Board Policy 4230 Grading Symbols).

Academic Record Symbol

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>2.7</td>
</tr>
<tr>
<td>B-</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Passing, less than Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass (at least satisfactory-units awarded not counted in GPA or in consideration of honors)</td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (less than satisfactory, or failing, units not counted in GPA)</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (incomplete academic work for unforeseeable emergency and justifiable reasons). The requirements to complete the course must be fulfilled during the next term of attendance (excluding summer) within the next year. The final grade will become an “F” if the incomplete grade is not made up within the allotted time. The &quot;I&quot; symbol shall not be used in calculating units attempted for grade points. A student may petition the Vice President of Instructional Services for a time extension due to unusual circumstances. The “I” is not appropriate if additional class time is required.</td>
<td></td>
</tr>
</tbody>
</table>
IP  In Progress (In Progress shall be used to denote that the class extends beyond the normal end of the academic term).

RD  Report Delayed (may be assigned by the Director of Admissions only if there is a reporting delay due to circumstances beyond the student's control).

W  Withdrawal (student withdrawal from class will be designated with "W" only between the Monday of the fourth week - or 30% of a term, whichever is less - and the last day of the fourteenth week of instruction - or 75% of a term, whichever is less. Withdrawal at other times follows the following pattern:

1%-30% of term  NRS (No Record Shown)
31%-75% of term  W
76%-100% of term  F

MW  "Military Withdrawal" occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned may be a "W" or, if necessary to distinguish military withdrawals, may be a "MW". Military withdrawals shall not be counted in progress probation and dismissal calculations. In no case would a military withdrawal result in a student being assigned an "F" grade.

Recommended Criteria and Procedures of Grading

Grades should be awarded on the basis of a method or procedure familiar to the student.

Student must be informed in writing of the method to be used in awarding grades. (This information can be included on the handout that is distributed on the first day of instruction.)

Mid-Term Grades

Instructors should have enough evaluative information on each student's performance by the end of the eighth week of the term to make a judgment as to the grade the student has earned to that point. Frequent quizzes or other tests are recommended to allow the student to better understand what the instructor's expectations are in regard to performance levels.

Students achieving less than a "C" grade should be informed of this fact by the end of the tenth week. This can be accomplished by personal interview or in writing. Public posting of grades is not advisable.
Standards for Probation

A student shall be placed on academic probation if he or she has attempted a minimum of 12 units of work and has a grade point average of less than a “C” (2.0).

A student shall be placed on progress probation if he or she has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of “W”, “I”, and “NP” drops below fifty percent.

Board Policy 4250

Standards for Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three (3) consecutive semesters.

A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of “W”, “I”, and “NP” are recorded in at least three (3) consecutive semesters reaches or exceeds fifty percent.

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures by petitioning for reinstatement to the Academic Standards Committee.

Board Policy 4250

Standards for Readmission

A student who has been dismissed may request reinstatement after one semester or indicate extenuating circumstances have changed. Readmission may be granted, denied, or postponed according to criteria contained in administrative procedures.

The President of the college shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

Board Policy 4250
OTHER RESPONSIBILITIES OF FACULTY

Student Injury
Injuries or unusual incidents must be reported. Dial "10" from any campus phone or 710-7490 and Security will activate the college health nurse and administrator, if needed. When a student injury occurs during classroom or laboratory hours associated with Gavilan College, the faculty have the responsibility to ensure that the student's injury is addressed, and an accident report form is completed. A statement on the report form of how the injury occurred will be required of the faculty member responsible for the student when the injury occurred.

The security department, college health nurse, department administrator, or evening administrator, can assist faculty with an injured student and accident reporting. Forms are available on the intranet.

Faculty Injury
If a faculty member is injured while on the job, the injury must be reported to his/her Dean or within 24 hours of the injury. An employee injury report (available from your Dean) must be submitted.

Responsibility for Supervising Facilities and Equipment
Rooms should be clean, comfortable and adapted to instruction. If unpleasant or dirty conditions exist, notify the appropriate Dean. Thermostats should remain undisturbed. Turning up a thermostat or opening doors causes the heater to run longer, not hotter. When a room is not in use, close the doors and turn the lights off. It should be locked after the last class of the day. Projectors or other audiovisual equipment should be secured in closets or returned to their source when they are through being used.

When any equipment is removed from any area, leave a signed note indicating where it is being used and when it will be returned. Instructors are responsible for equipment used by them, or check out to them. Equipment should not be removed from the campus. All requests to borrow college equipment shall be referred to the Vice President of Instructional Services through the appropriate Dean.

Reports
Instructors are responsible for filing a variety of reports; they include equipment inventories, enrollment, grades, attendance, and other information essential to operations. In most instances, deadlines are established which are inflexible because of contractual commitments and state or federal regulations.

Teaching Load
Refer to District-G.C.F.A. contract Article XXII for details.

Professional Organizations
Faculty are encouraged to participate in, and to support the various professional organizations which represent them.
Meetings

Meetings are necessary for the purpose of disseminating information and resolution of problems. Instructors are required to attend all regularly scheduled administrative faculty meetings.

An agenda is recommended. Minutes and attendance should be recorded and filed with the appropriate Dean, Vice President, or the Superintendent/President. If instructors are aware of a time conflict with administrative/faculty meetings, they are to request permission in advance from the appropriate Vice President to be absent from the meeting.

Curriculum Development

Faculty are encouraged to continually evaluate the curriculum they teach and recommend modifications or add new courses when necessary. Faculty are requested to update their course outlines at least once every five years. There is a well defined procedure for gaining approval or a curriculum recommendation (Section D). For more information, contact your Department Chair and/or the Curriculum Committee Chair.

Instructor Absence

Faculty will be present at all classes and exams except in the case of illness, or an emergency, or when advance approval has been obtained from their Dean. Absences must be approved at least two weeks in advance by the supervising Dean. Instructors absent due to illness are to notify the appropriate Dean, appropriate Vice President, or the switchboard operator before 8 a.m. of the day on which the absence occurs. Date of return should be given, if known. Absent instructors should have an assignment ready for their class. It is the responsibility of individual faculty who have been absent to complete an "Employee Report of Absence" and submit it to the appropriate Dean. Evening instructors should notify the evening secretary (X4276) as early as possible when they cannot meet a class.

Purchasing

Supplies and equipment may be purchased by submitting a requisition, completed in detail, to the appropriate Department Chair. The Department Chair will, after confirming that the request has been properly budgeted, sign and forward the requisition to the appropriate Dean. See Section D for procedures.

Textbooks

Textbooks are selected by the instructor in consultation with the Department Chair, and with the approval of the appropriate Dean. It is recommended that textbooks be used for more than one semester. Notice to discontinue a textbook must be given prior to the last term in which it is used. Please note on book order forms if there is to be any request for a textbook change. Faculty are to adhere to the schedule as recommended by the Department Chair and the appropriate Dean when placing orders.

Year-End Check-Off List

Faculty are to complete the year-end check-off list and file it with the Executive Vice President when checking out for the summer.
Field Trips
Field trip requests must be made at least two weeks in advance by submitting a Field Trip Request form to their Dean. Students 18 years of age and over who wish to provide their own transportation may do so if they sign a waiver form acknowledging that college transportation was available but they chose not to use it. (Field Trip Request forms and waiver forms may be obtained from the appropriate Dean's office.)

Alternate Meeting Site for Class
If an instructor wishes to meet the class at an alternative site which is off-campus, and college transportation is not provided, student attendance must not be mandatory. There cannot be a grade penalty for non-attendance at the alternative class site. Notify the appropriate Dean's office of any plans you have to change class sites. **YOU MUST NOTIFY AND SUMIT AN “ALTERNATE MEETING SITE” FORM TO THE DEAN PRIOR TO MAKING ARRANGEMENTS** (forms are available at Deans' offices).

Conference Attendance
Each full-time instructor is allocated an annual budget amount to support professional development activities according to contract article XXVIII. Conference Authorization forms are available online at [https://mail1.gavilan.edu/staffdev/ConferenceForm.doc](https://mail1.gavilan.edu/staffdev/ConferenceForm.doc). Faculty should consult with the supervising Dean prior to submitting the form. In some cases receipts are required to be filed with reimbursement claims. These requirements accompany the forms and should be read carefully. The form must be approved by the appropriate Dean, Faculty Staff Development Committee, appropriate Vice President (and President if out of state) prior to the conference. Arrangements must be made by the faculty member for a substitute, if needed. A form must be submitted whether or not reimbursement is requested.

Guest Speakers
Upon occasion, guest speakers may be invited to classes. If payment is involved, it must have been budgeted in advance and the purchase requisition completed and approved. The rate is to be $50.00 per person for a class presentation and is intended to reimburse the presenter for direct expenses. Instructor must remain in the classroom with the guest speaker.

Counseling
There may be occasions during office hour consultation with students when discussions drift into personal problems. In such cases, students should be referred to the counseling department. Counseling on campus - 408) 848-4723.
Commencement

Graduation exercises will take place during the last week of the spring semester. All faculty are encouraged to be in attendance for this activity. *Full-Time Faculty and Adjunct Faculty of the Year* are invited to participate in the ceremony by reading names of graduates crossing the stage.

Smoke Free/ Tobacco Free Campus

Inform students Gavilan College is a Smoke Free/Tobacco Free campus. Smoking is allowed ONLY in the designated areas of parking lots A, C, E, H. :

Map is at http://www.gavilan.edu/pio/GavilanCollegeDesignatedSmokingAreas.html

Safety


Kognito, a Gavilan College student well being interactive tool is available for staff and students. Learn to recognize the signs of distress and connect students to support services: http://www.gavilan.edu/health/

Admission, Attendance, Records

Student admission procedures, placement, examinations, advising and student scheduling, grade and student transcripts, are handled by the Office of Admissions at times and places planned in the school calendar. Counselors assist in these activities. These, together with the attendance procedures and student records, are directed by the Vice President of Student Services.

Class Assignments

Instructors are assigned to classes by the appropriate Dean in consultation with the Department Chairs.

In-coming Calls

No class will be interrupted except in the case of emergencies.

Food and Beverages in the Classroom

Food and beverages are permitted only in the Student Center Building, study centers, cafeteria, faculty offices, Maintenance Building, and vending machine areas. Eating and drinking are allowed in the classrooms by instructor permission only. Students must remove all trash from the classroom and deposit it in the outside containers. It is the responsibility of faculty to ensure the classroom is in good condition and in the same order as when he/she entered it.
RESPONSIBILITY MATRIX CHART

The system and processes by which the major activities of the institution take place form our pattern of governance. As faculty and departments/services, they perform the basis for our organization and much of the responsibility for our work is invested at this "first level". For many of the functions (personnel, evaluations, budget development, etc.), a matrix has been developed to clarify roles:

**Symbol Definition**

R = RESPONSIBILITY  refers to the charge of executing a given task, which includes the authority to make decisions and take action.

C = CONSULTATIVE  refers to the person whose assistance, opinion or advice is relevant in executing a task.

I = INFORMED  refers to the person who needs information concerning a task.

V = VETO RIGHT  refers to the person who reviews decisions with the right of modification or repeal.

**FUNCTIONS**

<table>
<thead>
<tr>
<th>Functions</th>
<th>FACULTY</th>
<th>VP</th>
<th>DEAN</th>
<th>CHAIR</th>
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<tbody>
<tr>
<td>Personnel</td>
<td></td>
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</tr>
<tr>
<td>1. Employment:</td>
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<td></td>
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</tr>
<tr>
<td>a. Select adjunct faculty</td>
<td>C</td>
<td>V</td>
<td>R</td>
<td>C</td>
</tr>
<tr>
<td>b. Select full-time faculty</td>
<td>C</td>
<td>R</td>
<td>C</td>
<td>C</td>
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<tr>
<td>c. Select classified instructional support</td>
<td>C</td>
<td>V</td>
<td>R</td>
<td>C</td>
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<tr>
<td>d. Adjunct staff orientation</td>
<td>C</td>
<td>I</td>
<td>R</td>
<td>C</td>
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<tr>
<td>e. Adjunct faculty orientation</td>
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### 2. Evaluations:

<table>
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<tr>
<td>a. Evaluations of full-time classified</td>
<td>C</td>
<td>I</td>
<td>R</td>
<td>C/I</td>
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<tr>
<td>b. Tenure review full-time faculty</td>
<td>C</td>
<td>R</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>c. Retention/dismissal recommendation of full-time faculty</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>I</td>
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<tr>
<td>d. Evaluations of adjunct faculty</td>
<td>C</td>
<td>I</td>
<td>R</td>
<td>C</td>
</tr>
<tr>
<td>e. Retention recommendation of adjunct faculty</td>
<td>I</td>
<td>V</td>
<td>R</td>
<td>C</td>
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<tr>
<td>f. Program evaluation by administration</td>
<td>C</td>
<td>R</td>
<td>C</td>
<td>C</td>
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<tr>
<td>g. Department Chair evaluation by faculty</td>
<td>C</td>
<td>I</td>
<td>R</td>
<td>I</td>
</tr>
</tbody>
</table>

### Budget

1. Budget development | C | R | C | C |
2. Budget expenditures | C | I | V | R |

### Facilities

1. Responsibility for routine maintaining of rooms, buildings and equipment | I | R | C | I |
2. Initial scheduling of classes into rooms | C | I | V | R |
3. Final scheduling of classes into rooms | C | V | R | C |
4. Coordination of faculty assignment | I | R | I | I |
5. Classroom maintenance | R | I | I |
6. Office assignments | C | R | C | C |

### Workload

1. Establish framework for schedule/catalog | C | R | C | C |
2. Initiate schedule/catalog development | C | I | V | R |
3. Final schedule development | I | V | R | C |
4. Decision to cancel classes | C | R | C | C |
### Curriculum

<table>
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<th>DEAN</th>
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</thead>
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<td>1. Responsible for maintaining updated course outlines</td>
<td>C</td>
<td>V</td>
<td>C</td>
<td>R</td>
</tr>
<tr>
<td>2. Responsible for updating course outlines</td>
<td>R</td>
<td>I</td>
<td>I</td>
<td>C</td>
</tr>
<tr>
<td>3. Textbook adoption/change</td>
<td>R</td>
<td>I</td>
<td>I</td>
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<td>4. Curriculum development*</td>
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<td>R</td>
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*The Curriculum Committee makes program implementation or deletion recommendations to the Board of Trustees. Other curriculum is sent to the President of the college for approval and to the Board for information.

### Project Development

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<td>1. College-wide</td>
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<td>2. Program or discipline</td>
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### Articulation of Curriculum

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<td>1. Articulation with high schools</td>
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<td>2. Articulation with colleges</td>
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<td>3. State agencies</td>
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### Technical and Public Services

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<td>1. Reporting</td>
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<td>2. Liaison activities</td>
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### Textbook Orders

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<td>1. Textbook orders for classes taught by full-time faculty</td>
<td>R</td>
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<tr>
<td>2. Textbook orders for classes taught by adjunct faculty</td>
<td>C</td>
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FACULTY ORGANIZATION AND COMMITTEES

In addition to the activities described in the matrix, faculty input is solicited and received through the major faculty organizations (the Academic Senate and Faculty Association) and major "standing" committees.

GAVILAN COLLEGE FACULTY ASSOCIATION (GCFA)

The GCFA is the recognized association for matters dealing with collective bargaining as defined in the Education Code. The interest of the Senate focuses on District policy and academic issues. The primary focus of the GCFA is working conditions for the faculty. A "Joint Responsibility Statement" has been developed.

ACADEMIC SENATE - ROLE AND RESPONSIBILITY STATEMENT

The powers, rights and responsibilities of Faculty Senates in California Community Colleges derive from the California Administrative Code (Title V, Sections 53200-53205). The purpose of the Faculty Senate, according to that document, is to provide the faculty with a formal and effective procedure for participating in the formation of district policies on academic and professional matters. (The Senate is charged with viewing professional matters from the perspective of "educator" rather then "employee".)

The primary function of the Academic Senate is to serve as the elected representative of the faculty in making recommendations to the administration and the Board of Trustees with respect to academic and professional matters. (The Board establishes policy; the administration executes existing Board policy, the Senate makes recommendations on changing or establishing new policy.)

Thus the role of the Gavilan Academic Senate is to participate effectively in the formation of college policy with respect to academic and professional matters. The Academic Senate has the following primary responsibilities.

1. To provide the faculty with a formal voice in the initiation, development and evaluation of District Educational Policy.

2. To present to the administration and Board of Trustees the written view and recommendations of the Senate and its committees regarding all academic and professional matters as curriculum, faculty development, and program review not covered in the Faculty Association contract.

3. To provide the full faculty with an open forum in which to express their views and recommendations on academic and professional matters.

4. To appoint all faculty to college-wide standing and ad hoc committees (except committees of the Faculty Association.)

5. To appoint a delegate to the State Academic Senate who will forward to that body local faculty opinion on issues of state-wide concern.
ARTICLE I: AUTHORITY AND RESPONSIBILITIES

Section 1: The senate has the authority to consult collegially with and to review and recommend to the president of the college or to his/her representative with respect to the following matters and/or policies re:

1.1.1 Academic and Professional Matters
1.1.2 Curriculum, including establishing prerequisites and placing courses within disciplines
1.1.3 Degree and certificate requirements
1.1.4 Grading policies
1.1.5 Educational program development
1.1.6 Standards or policies regarding student preparation and success
1.1.7 District and college governance, as related to faculty roles
1.1.8 Faculty roles and involvement in accreditation processes, including self-study and annual reports
1.1.9 Policies for faculty professional development activities
1.1.10 Processes for program review
1.1.11 Other academic and professional matters as mutually agreed upon between the governing board and the faculty senate
1.2 Appointments, hiring, status and assignments of teaching and non-teaching faculty.
1.3 Criteria for and the establishment, organization and continuance of departments.
1.4 Student affairs and activities
1.5 Academic freedom
1.6 Shared governance as outlined by AB 1725 and other statutes.

Section 2: A clerical person will be provided by the college for the senate.

ARTICLE II: DUTIES OF FACULTY SENATE OFFICERS

Section 1: The duties of the Academic Senate president shall be to:
1.1 Preside at all meetings convened by the senate.
1.2 Consult collegially with the Board of Trustees, President's Council and other appropriate forums concerning the views of the faculty on any relevant matters when directed to do so by the senate.
1.3 Sit with the Board of Trustees at the Board's invitation. If such invitation is not forthcoming, the senate president or a representative shall attend Board meetings.
1.4 Represent the Academic Senate on the President's Council.
1.5 Vote upon motions brought before the Academic Senate bodies when his/her vote will change the result.
1.6 To aid the president of the Academic Senate in the performance of her/his duties, s/he shall be granted two-fifths (2/5) assigned time, adequate equipment and college services, and office space.
Section 2: The duties of the Academic Senate Vice-President shall be to:
2.1 Serve as the presiding officer at senate meetings in the absence of the President and assist the President in the performance of his/her duties.
2.2 Be responsible for compiling and disseminating appropriate senate information to the faculty.
2.3 Be responsible for senate generated faculty programs.
2.4 Be responsible to other senate needs.
2.4 Serve on the President’s Council as a representative of the senate for the Fall semester.

Section 3: The duties of the Academic Senate Secretary shall be to:
3.1 Be responsible for recording, publishing, and distributing the minutes of all senate generated meetings.
3.2 Be responsible for the correspondence of the senate.

Section 4: The duties of the Academic Senate Past President shall be to:
4.1 Serve as the presiding officer at senate meetings in the absence of the President or the Vice-President.
4.2 Serve on the President’s Council as a representative of the senate for the Spring semester.
4.3 Serve as a resource to the senate.

ARTICLE III: ELECTION PROCEDURES

Section 1: The Senate President shall set the dates of the elections in keeping with the provisions of this Constitution and By-laws.
1.1 Departments as listed in the Constitution (Article III, Section 4.1) shall elect their allocated senator(s).
1.2 Faculty members belong to the department in which s/he teaches the majority contact hours. If the contact hours are split evenly, the faculty member will join the department of those in question with the fewest members.
1.3 Department Chairs will be responsible for conducting the department elections.
1.4.1 If a department fails to elect a senator, that position will immediately become an at-large seat on the senate and it must be filled within two weeks following the At-large election process.
1.5 The at-large candidate and the part-time candidate with the most votes shall be elected.
1.6 Any necessary run-off elections shall be held within two weeks following the election.
1.7 The Election Committee shall count the ballots and post the results.
1.8 If, for any reason, elections cannot be held at the time or in the manner specified, they shall be held as soon as possible thereafter and in a manner deemed appropriate by the Academic Senate.

Section 2: Two weeks prior to the election period, the president of the senate shall appoint a three person election committee who shall conduct the At-large and Part-time elections according to the following:
2.1 The election committee shall notify all faculty in writing or by e-mail of the election at least seven teaching days before the voting is to begin. Faculty members who are interested in being candidates will notify the election
committee in writing or by e-mail at least two teaching days prior to the day voting is to begin.

2.2 The election committee shall prepare a ballot listing alphabetically the names of every faculty member who is willing and eligible to run for election.

2.3 The election committee shall conduct the election on the days established by the President of the senate.

2.4 In the event of a tie, a run-off shall be held.

2.5 The election committee shall notify all elected candidates in writing or by e-mail of their election.

**ARTICLE IV: VACANCIES AND RECALLS**

Section 1: Senate vacancies shall be filled in the following manner:

1.1 If a department senatorial seat becomes vacant, the appropriate department shall elect a new senator within two weeks following the declaration of a vacancy.

1.2 If the At-large senate seat becomes vacant, the Senate President shall appoint a replacement within two weeks.

1.3 If, for any reason, the part-time senator cannot serve, then the alternate shall take his/her place. The alternate is that candidate who had the second most votes in the previous part-time election. If the alternate cannot serve, By-law Article IV, Section 1.2 shall be implemented.

Section 2: If the senate presidency is vacated, the senate shall elect a new president by secret ballot at its next meeting.

**ARTICLE V: RESIGNATIONS AND REMOVALS FROM OFFICE**

Section 1: Senate resignations must be submitted in writing.

Section 2: A senator shall be removed from office on written petition of two-thirds or more of the faculty members s/he represents. The resulting vacancy shall be dealt with according to the provisions of By-law Article V, Sections 1.1, 1.2 and 1.3.

Section 3: A two-thirds majority of the Academic Senate may recommend replacement of any senator who misses an excessive number of senate meetings or who fails to meet minimum senate standards of participation. Such replacement may be initiated by any senator at any regularly scheduled senate meeting. Notification of the removal shall be made in writing to the appropriate electing body by the senate president.

Section 4: If the electing body does not replace the absent senator within the time frame outlined in this document, the Senate President may replace the person with another qualified faculty member.
ARTICLE VI: COMMITTEES

Section 1: Standing and ad hoc committees shall be established as the need arises and with the approval of the senate.

Section 2: Any member of the faculty of Gavilan College shall be eligible for appointment to membership on committees, and all committee appointments shall be made by the President of the senate with the approval of the senate and in accordance with the GCFA contract.

Section 3: Committee chairpersons shall be appointed by the President of the senate and these chairs will normally be members of the senate. Chairpersons of standing committees shall serve as liaisons between the committee and the senate and shall make regular committee reports to the senate.

Section 4: All committee actions shall be submitted to the senate for evaluation followed by acceptance, return to the committee for reconsideration, or other appropriate action prior to going to the next higher level and/or the Board of Trustees.

ARTICLE VII: EMERGENCY

If circumstances requiring senate action should arise which are not provided for in the constitution and by-laws, the senate may take any necessary action by two-thirds vote of the senate.

ARTICLE VIII: ADOPTION AND AMENDMENTS

Section 1: These by-laws shall be adopted or amended when approved by a majority of the votes cast by the faculty at a special meeting called for that purpose.

Section 2: Proposed amendments shall be distributed to the faculty at least seven days prior to the faculty vote.

Section 3: Written or e-mailed proxies shall be accepted.

CONSTITUTION OF THE GAVILAN COLLEGE ACADEMIC SENATE

ARTICLE I: NAME AND AUTHORITY

This organization shall be known as the Gavilan College Academic Senate and it functions by the authority of the Gavilan College Board of Trustees and the State of California statutes.

ARTICLE II: PURPOSE

The purpose of this organization shall be to:

1. Represent the interests and concerns of the faculty in academic and professional matters through recommendations to the administration and governing board of the college.
2. Serve as the academic instructional representative body of the faculty.

3. Promote excellence in the teaching profession.

4. Promote communication and mutual understanding within the institution and the community.

5. Provide representation to the Academic Senate of California Community Colleges.

**ARTICLE III: MEMBERSHIP**

Section 1: "Faculty" shall be defined as full-time and part-time classroom/non-classroom personnel whose positions do not require an administrative or supervisory credential, and/or whose salaries are determined by the faculty salary schedule.

Section 2: The part-time senator must be under a faculty contract during her/his tenure on the senate.

Section 3: Any member of the faculty is eligible to be elected to the Academic Senate.

Section 4: The Faculty Senate shall consist of fourteen elected members apportioned in the following manner:

4.1 Twelve full-time faculty members, one from each of the following departments:
   - Fine Arts
   - Natural Science and Physical Education
   - English
   - Social Science
   - Business and CSIS
   - Vocational and Technical
   - Allied Health
   - Student Support Services
   - Library
   - Physical Education/Athletics
   - ESL
   - DRC

4.2 One At-large Representatives elected by the entire full-time faculty.

4.3 One Part-time Representative elected by the entire part-time faculty.

4.4 When any area/department reaches about eight members, it should be awarded a senatorial position. (see Article VIII)

4.5 The Vice President of Instructional Services shall serve as an ex-officio member of the Academic Senate.

**ARTICLE IV: OFFICERS**

Section 1: The officers shall be the President, Vice-President, Secretary, Past President and such other officers as the Academic Senate deems necessary.

Section 2: The first order of senate business is to elect the above officers by secret ballot. The outgoing president shall conduct the election.
Section 3: The past president, if not elected to Senate membership following her/his presidency, shall serve the senate during that year in an ex-officio capacity.

Section 4: The president of the senate shall be compensated during her/his tenure in office as set forth in the by-laws.

**ARTICLE V: ELECTION AND TERMS OF OFFICE**

Section 1: The election of senators shall be held in September each year following the election procedure specified in the by-laws.

Section 2: The terms of office shall be:

2.1 Two years for senators elected by departments, and terms shall be staggered.
2.1.1 To implement staggered terms commencing in the 2002 spring term, one and two year lots will be drawn by the new department senators.
2.1.2 Following the establishment of staggered terms, elections of one-half of the department senators will occur each year.
2.1.3 Once the staggered term provision has been implemented, sub-sections 2.1.1, 2.1.2, and 2.1.3 become moot and shall be deleted from the constitution.
2.2 Terms of office for at-large and part-time senators shall be for one year.
2.3 Senate vacancies shall be filled in accordance with procedures specified in the by-laws.

**ARTICLE VI: MEETINGS**

Section 1: The outgoing president of the senate shall organize and conduct the first meeting in September or early October of the year prior to the term of the Senate. The sole purpose of the meeting shall be to elect the new officers and appoint the standing committee chairs. The senate shall then adjourn until January.

Section 2: The president of the senate shall schedule as many regular meetings of the senate as are necessary to conduct the business of the senate.

Section 3: Special Meetings

2.1 The president of the senate may call special meetings of the senate as necessary.
2.2 The president of the senate must call a special meeting of the senate if asked to do so by four or more senators.
1.3 The president of the senate must call a special meeting of the faculty on petition of ten percent or more of the faculty.

Section 4: All Academic Senate meetings shall be open to the public except closed sessions of the senate that are called by the president.

**ARTICLE VII: COMMITTEES**

Section 1: Senate standing or ad hoc committees may be formed to conduct business that falls within the jurisdiction of the senate as outlined in the by-laws.
Section 2: Duties, responsibilities and organization shall be determined when the committees are established.

Section 3: All faculty appointments to any college standing or ad hoc committee, panel, council or other body requiring faculty participation, except in the area of negotiations, must be made by the president of the Academic Senate in consultation with the senate. All appointees shall bring matters of concern to the attention of the Academic Senate.

ARTICLE VIII: ORDER OF BUSINESS AND PARLIAMENTARY PROCEDURES

Rules of Order, Revised, shall be the authority on the order of business and parliamentary procedures in both regular and special meetings.

Section 1: The constitution and/or amendments shall be adopted when ratified by a two-thirds majority of the full-time faculty and approved by the governing board of the college.

Section 2: Amendments to the constitution may be proposed at any regular or special meeting of the faculty called by the senate. The proposed amendments must be filed with the senate secretary two weeks before presentation to the faculty and shall be voted upon by ballot one week after presentation. Written or e-mailed proxies shall be accepted.

Constitution and By-laws Revised: October 2001
Copyright and Fair Use Guidelines

Gavilan College adheres to and promotes compliance with US copyright laws. The intent of copyright is to advance knowledge by providing an author an economic incentive to create new materials. Copyright law gives those authors a set of exclusive rights for the materials they create: the rights for reproduction, adaptation, distribution, performance and display. The concern is how to legitimately share with students articles, images, video, and other intellectual property created by others.

Copyright protects works such as movies, novels, textbooks, short stories, software code, sheet music, plays, poetry, CD-ROMs, video games, videos, plays, paintings, sculpture, sheet music, recorded music performances, and photographs. In today's world, we can access with ease various kinds of media via web-based technologies, be it print, sound, visual, or a combination thereof. This can lead to the use of these materials without a full understanding of the rights and responsibilities of copyright and fair use.

Very often, we do not need to get permission or pay a fee to use copyrighted materials. For example, the Gavilan Library pays annual subscription license fees for much of our collection. Check the Gavilan College Library website to identify work which is free for use by the College community.

The Open Video repository (www.open-video.org), a University of North Carolina project, is a fair-use source for digital video. It hosts videos for use in education and research. You may download these instructional videos (from the US government and other sources) for classroom use. For example, there are over 100 video clips on California topics.

Excellent sources of fair-use media are available. Useful fair-use media sources include the “creative commons” of www.flickr.com/commons. It offers millions of fair-use visuals by following a few simple rules. Wikimedia (www.wikimedia.org) provides “Wikimedia Commons” allowing students and faculty to make non-commercial use of their collection of 4 million images, sound and video clips.

Gavilan is joining the EduStream.org resource sharing system. The College will be partnering with 30 plus California community colleges, to provide a cost-effective, user friendly, centralized resource for video-on-demand. The system provides captioned-ADA compliant access to educational videos on a 24/7 basis. Thus students will be able to view content that is stored at the repository site from sources that have chosen to make their content available for re-use. EduStream is a server, and provides a repository for faculty created multimedia. Enrolled students will be able to view a video linked from a Moodle course in which they are enrolled. EduStream materials will be used in professional development.

If you use the Edustream media solution to store your files, you must still comply with copyright law and Fair Use principles. You are personally responsible for any content you upload and it is your responsibility, separate from that of Gavilan College, to be certain your materials are legal to copy and use. If you use the Edustream media solution to store your files, you must still comply with copyright law and Fair Use principles. You are personally responsible for any content you upload and it is your responsibility, separate from that of that of Gavilan College, to
be certain your materials are legal to copy and use. To request your free account, go to: http://www.gavilan.edu/disted/edustream_request.php.

**Accessibility and ADA 508 Compliance**

Remember that you are required to provide accessible formats for all content, whether or not students with disabilities are actually registered for your course. For video that means captioning.

Use of copyrighted materials outside “fair use” requires permission from and/ or payment of royalties to the copyright holder.

To identify the authorized fair uses of copyrighted materials for student use, please refer to several current models and guidelines available online:

- Know your copy rights; *What You Can Do* a 2007 resource for faculty from the Association of Research Libraries: (http://www.knowyourcopyrights.org)
- Using Copyrighted works in your teaching –FAQ by Peggy Hoon, Assn. of Research Libraries (www.Knowyourcopyrights.org/resourcesfac/faq/). This document addresses uses in traditional face-to-face classrooms and uses in the online classroom.
- Library Bill of Rights (http://www.cni.org/docs/infopols/ALA.html)
- Computer Software lending by Libraries (http://cni.org/docs/infopols/ALA.html)
- Current Copyright Legislation (http://www.ala.org/ala/issuesadvocacy/copyright/activelegislation/index.cfm)

**Library Mission Statement**

Gavilan College Library provides library and information services to the Gavilan College community. It provides access to a collection of print and electronic books and periodicals geared to our changing curriculum and our multi-campus community. The Library plays a central role in garnering state and federal grants related to student learning, and, as well enlarging online learning opportunities.

Library Hours are:

- Monday through Thursday 8 a.m. – 8 p.m.
- Friday 8 a.m. – 3 p.m.
- Saturday and Sunday Closed

**Library Materials Selection:**

Although the college librarians are responsible for balancing the print and electronic resources to best meet the information and research needs of the college, faculty members are encouraged to recommend materials for acquisition related to their disciplines. Faculty will be notified when the requested materials have arrived if desired.

**Class Reserve Materials:**

Faculty wishing to put materials on reserve for class use should contact the library staff at the circulation desk. Reserve options vary, from half-an-hour to a week, depending on class and student needs.
Library Services, [http://www.gavilan.edu/library/](http://www.gavilan.edu/library/):

New technologies create better learning environments. Students may instantly locate a vast array of information on their research topics. To help students become "information literate," various support services are available.

1. **Library classes:** Library classes in the credit and noncredit programs are listed in the College schedules and on the Gavilan Library website.
2. **Class orientations:** Reference librarians provide class library orientations. Orientations can be a twenty-minute general walk-through or a fifty-minute detailed presentation of research techniques, with follow-up sessions. Faculty members assigning term papers are encouraged to discuss the class assignments with the librarians. The reference librarians also give orientations to students taking online or distance education classes.
3. **Reference service:** Librarians are available to assist, individually or in groups, the research needs of students. The library website lists our library staff and their e-mail addresses. You are welcome to e-mail, as well as phone in reference queries. This is particularly useful to branch campus students and faculty. The reference librarian will provide library demonstrations and training for branch campus classes as time and resources allow.
4. **APA/MLA video tutorials & Library handouts:** For increased access to library resources, librarians have compiled various guides, including e-Books and various subscription electronic databases, which are available 24/7. These are starting points when beginning research projects. Many of these are also available on the library webpage [http://www.gavilan.edu/library/](http://www.gavilan.edu/library/).
5. **Inter-library loan:** Requests for books or journal articles from other libraries should allow for a minimum of two weeks. Check with the reference librarian.
6. **Laptops for loan:** Laptop computers are available for short term loan from the circulation desk.

Please contact the Reference Desk at 4806 or reference@gavilan.edu to discuss your student research needs and request for class orientations.

**DISTANCE LEARNING DEPARTMENT**

Distance learning refers to instruction delivered through technology to students at a distance from their instructors. All distance learning courses are academically equivalent to traditional classroom instruction. They are not easier, as some students think. In fact, they may be more difficult, if we consider the amount of technical ability needed, plus the self-discipline needed to keep current.

Methods of instruction include:

- **Online classes,** using a computer with an individual email account and access to the World Wide Web. Class meetings and the majority of coursework are done primarily online. However, one or more on-campus meetings may be held, although they are not mandatory.
- **Videoconference courses,** using two way interactive video and audio, require presence at a site that has this equipment.
- **Telecourses,** using a set of videos that can be checked out from the Gavilan Library or either the Hollister or Morgan Hill branch campuses. Videos are also cablecast on GavTV (channel 18 in Gilroy, Hollister and San Juan Bautista).
- **Hybrid courses** are a mix of online meetings plus face-to-face (F2F) meetings, usually in a 50/50 ratio.
• Supplemental resources and assignments, varies per instructor, not offered in every course.

The Distance Education Coordinator Provides:
• Training, awareness and support for faculty who want to engage in distance learning instruction. (F2F resource support or fully online.) Training materials and current schedule are available at the following website: http://www.gavilan.edu/tlc/
• Coordination off-site communications & shared instruction via video conferencing and streaming live or captured video.
• Maintenance and administration, (including technical troubleshooting and upgrades) of campus Course Management Software (CMS) platform, Moodle. Communication between CSUMB (host server) and Gavilan.
• Information and help resources via Distance Ed web portal: www.gavilan.edu/disted
• Facilitation of the Distance Ed Committee as committee chair, which discusses best practices in distance education and the mission and goals for the distance learning program.

The Distance Education Coordinator welcomes and encourages instructors to put their course materials online for all courses, regardless of teaching modality. For more information and training, please contact the Distance Education Coordinator via email at disted@gavilan.edu. For a list of courses currently offered through the Distance Learning Program, visit the website at http://www.gavilan.edu/disted/.

Teaching and Learning Center
(formerly known as the Staff Resource Center (SRC))

The Teaching and Learning Center is your office, your workspace, and your place for training. If you need a place to grade assignments, use a phone, have a computer at your fingertips, collaborate with colleagues or even to have a quiet place to eat lunch, come over to the TLC now located in the mezzanine of the Library.

The TLC also offers technology training, including:
• Transitioning to teaching in an online environment (hybrid, supplemental or fully online)
• Creating an instructor/course web presence
  o New this fall:
    • Gavilan Online Teacher Training (GOTT) Academy
    • What You Need Now (WYNN) Regulation Updates for Online Pioneers
• Developing multimedia for your course
• Software training, including:
  o MS Office
  o Photoshop/image editing software
  o Web editing software
  o Moodle
  o Lecture capture (multimedia)
  o Audio/video editing
  o CCC Confer and other webinar conferencing technologies
We have computers, printers, a conference tables, projector, video conferencing equipment, video editing equipment, other office tools and a quiet place to work. Audio/video equipment is available for check out. We also have an extensive resource library for faculty checkout that includes subject matter on the latest teaching modalities, designing rubrics and curriculum, technology training, teaching online, and much more!

Check out our website at www.gavilan.edu/tlc for more information about staff development, conferences and other training available to all faculty and staff. For training, please call ahead (408) 848 4885 or email for an appointment: tlc@gavilan.edu. Otherwise, just drop in!

**STUDENT BEHAVIOR, DISCIPLINE AND ACADEMIC HONESTY**

Faculty play a key role in working with students on issues related to behavior, student standards for conduct or issues related to academic integrity and academic honesty. The college has established very clear guidelines, procedures, rights, and sanctions for each of these important student issues. You can find detailed information regarding these procedures in the college catalog, on the college website, and in the Gavilan College Catalog. It is your responsibility as a faculty member to become familiar with these various policies and procedures.

Each vice president has responsibility for a part of the collective processes and policies related to these topics and are happy to assist you with questions and guidance. Please see the appropriate vice president for:

**Vice President of Instructional Services** – Academic Honesty and Academic Integrity including what to include in the syllabus, cheating, plagiarism, providing false information to an instructor, grading policies, classroom management issues, etc. This vice president also guides the college’s policies related to issues of academic freedom.

**Vice President of Student Services** – Standards of Student Conduct including threats or injury to others, possession of weapons, controlled substances, damage to district property, theft, smoking, willful misconduct, disruptive behavior, abuse of college personnel, forgery/honesty on college documents, unauthorized use of facilities, lewd/obscene conduct, etc.

**Vice President of Administrative Services** – Civil rights complaints, gender equity, sex discrimination/harassment, or disability discrimination complaints (ADA).

**Student Problem Resolution Process**
In an educational environment, there are times when a student and a college employee (faculty, support staff, manager, or administrator) may have a problem or issue which needs some clarification or resolution. The college has a procedure to help students address problems and work on solutions that hopefully benefit all the people involved.

The Student Problem Resolution Process provides a prompt and equitable means to address complaints as applied to and regarding academic, administrative, and instructional matters relating to students. It is the responsibility of both students and employees to be familiar with this policy. It can be found in the college catalog, on the college website, and in the Student Rights and Responsibilities Handbook. This process will involve the appropriate vice president and area dean depending on the nature of the conflict and the employees involved.
This procedure is not appropriate for situations regarding alleged discrimination or harassment around race, ethnicity, sexual harassment, disability, religion, gender, color, national origin, and/or age. There are separate policies administered by the Vice President of Administrative Services for these situations.

Student may also obtain a Student Rights, Responsibilities and Academic Standards Handbook for more information.

**What is Disruptive Behavior?**

Disruptive behavior includes behavior which interferes with the legitimate instructional, administrative or service functions of the college. However, should any behavior threaten the personal safety of any student, faculty, or staff, or be displayed with such emotional intensity that it causes fear or concern in others, at that point such behavior is classified as a CRISIS and will necessitate a call to campus security.

First: Dial ‘911’ for fire, medical, police. (On campus, dial ‘8’ first.)
Second: Dial ‘10’ for campus emergency support.
From a campus pay phone: dial 710-7490.

Identify the disruptive behavior. Do not be confused with the student’s right to express his/her differing opinions, a right fundamental to his/her academic freedom.

Addressing disruptive behavior can be a highly subjective process. Each person will have his/her own level of tolerance and special strategies for handling these disruptions. Take into consideration the severity of an occurrence/disruption as well as the number of times that a student has been disciplined for the same or similar behavior.

In identifying disruptive behavior, staff must take into consideration the impact the disruption(s) has/had on students as well as on him/herself. A staff member’s tolerance level may be greater than that of his/her students. A staff member has to be sensitive to both non-verbal and verbal cues exhibited by a student(s) in identifying a behavior that is disruptive to others.

**Prevention (Classroom)**

It is recommended that the syllabus define the standards of conduct in the classroom. Thoroughly review with your students your behavioral expectations for the class. Examples of unacceptable classroom behavior may include:

1. Cheating, plagiarism
2. Tardiness
3. Profanity
4. Children or pets in class (exception: licensed service/assistance animals)
5. Private conversations or displays of affection
6. Uncooperativeness
7. Continually leaving seat
8. Eating and drinking
9. Reading other than class materials
10. Personal electronic equipment (Ipods, MP3 players, cell phones/text messaging)
Staff must familiarize themselves with location and phone numbers (extensions) of the closest source of help prior to the start of each semester, in order to prepare themselves on how to respond if needed.

<table>
<thead>
<tr>
<th>CONTACT</th>
<th>LOCATION</th>
<th>PHONE</th>
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</thead>
<tbody>
<tr>
<td>Closest Phone</td>
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<tr>
<td>Dept Chair/Supervisor</td>
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<tr>
<td>Dean</td>
<td></td>
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<tr>
<td>Evening Office</td>
<td>SC112 Admissions and Records Lobby</td>
<td>848-4276</td>
</tr>
<tr>
<td>Campus Security</td>
<td>Security/Maintenance Bldg.</td>
<td>From campus extension, dial 10; other emergencies, dial 8-911; From ANY campus pay phone: Dial 710-7490.</td>
</tr>
</tbody>
</table>

**Recommended Actions**

Ask the student to discontinue the disruptive behavior. (Cases involving academic dishonesty should be directed to the attention of the area Dean.)

1. If the behavior continues, issue a verbal warning to the student. Example: “If this behavior continues, you will not be allowed to remain in class/lab on the day of the offense and for the following class period”.

2. In the event the behavior continues, remove the student from the class/lab period and for the following class period.
   - Immediately after class/lab, consult Department Chair/Supervisor and/or area Dean to notify them of the situation by completing a “Removal from Class” form. Forms are available in the Dean’s area.
   - Submit a written description of the incident and reasons for removal of the student from class/lab to the Department Chair/Supervisor and area Dean.
   - To determine the next action, contact the Department Chair/Supervisor and/or area Dean.

   **Campus Security is available for consultation and support.**

3. If the student returns and repeats the unacceptable behavior, the student is again removed on the day of the offense and for the following class/lab period. The student is required to meet with the Dean prior to returning to class/lab.

4. Please refer to the “Students Rights and Responsibilities Handbook” for complete information on student discipline, academic honesty, and grading policies. Copies of the handbook are available in the Office of the Vice President of Student Services and online under Student Services. Additional student policy information can be found in the college catalog.
If, at any time, the student becomes abusive or refuses to leave the class/lab, send someone to the Campus Security Office, or to the nearest campus office and contact Campus Security. If further action is required, notify the area Dean of the action and follow-up with documentation. Document the event. Have the Security Office file a report. The area Dean will contact either the Vice President of Instructional Services or the Vice President of Student Services as appropriate.

BP 3430 Prohibition of Harassment, Sexual Violence and Hate Crimes

Reference: Education Code Sections 212.5; 66252; 66281.5; 67385.7

The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment, and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful harassment and hate crimes, including those which are based on any of the following statuses: race, color, religion, ancestry, national origin, disability, sex (i.e., gender), sexual orientation, or the perception that a person has one or more of the foregoing characteristics.

Harassment and hate crimes based on any of the following statuses are prohibited and will not be tolerated: race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or the perception that a person has one or more of the foregoing characteristics.

Sexual harassment violates state and federal laws, as well as this policy, and will not be tolerated. It is also illegal to retaliate against any individual for filing a complaint of sexual harassment or for participating in a sexual harassment investigation, and retaliation constitutes a violation of this policy.

Sexual harassment is further defined as unwelcome sexual advances, requests for sexual favors and other conduct of a sexual nature when:

- submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
- submission to or rejection of the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or education environment; or
- submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity.

In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.
To this end the President of the College shall ensure that the institution undertakes education activities to counter discrimination and minimize and eliminate a hostile environment that impairs access to equal education opportunity [E. C. 66252]

The President of the College shall establish procedures that define sexual harassment and other forms of harassment on campus. The President of the College shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding sexual harassment and discrimination, and procedures for students to resolve complaints of sexual and other harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

Hate crimes are defined as criminal offenses committed against persons, property, or the institution which is motivated, in whole or in part, by the offender’s bias against a race, religion, disability, sexual orientation, or ethnicity/national origin.

The President of the College will establish procedures to protect the identity of the victim of a hate crime (to the extent desired by the victim), and to inform the public appropriately while respecting the victim’s wishes.

The President of the College will establish procedures to provide prevention and educational information for students and employees regarding sexual violence [E. C. 66281.5 and E. C. 67385.7].

The District and President of the College will seek to prevent crimes involving hate, bigotry, and prejudice through appropriate education at all levels. The President of the College will establish procedures which ensure that training will be conducted for all staff which promotes campus harmony, appreciation for the value of human diversity, and respect for individual rights and dignity.

The President of the College will establish procedures to ensure that Gavilan College will immediately, or as soon as is practicable, report all incidents of hate crime to the appropriate local law enforcement agency.

This policy and related written procedures shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the sexual harassment policy and procedures may be subject to disciplinary action up to and including termination.

Students who violate the sexual harassment policy and related procedures may be subject to disciplinary measures up to and including expulsion. In the case of hate crimes, in addition to penalties assessed by criminal courts, the President of the College will establish procedures to hold perpetrators responsible, with appropriate college sanctions, up to and including termination for employees, and up to/including expulsion for students.

See Administrative Procedures #3430
Amended by the Board of Trustees Oct. 10, 2006
Amended by the Board of Trustees Nov. 11, 2003
Approved by the Board of Trustees December 11, 2001
AP 3430 Prohibition of Harassment and Sexual Violence and Hate Crimes

Reference: Education Code Sections 212.5; 66281.5; 67385.7
Title IX, Education Amendments of 1972; Title 5, Sections 59320 et seq.

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District. It also establishes a procedure for administrative response to hate crimes within the District. This policy also outlines the District policy for providing prevention and educational information regarding sexual violence.

Definitions:

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

- submission to the conduct is made a term or condition of an individual’s employment, academic status, or progress;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or
- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

- “Quid pro quo” sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual’s willingness to engage in or tolerate unwanted sexual conduct.
- “Hostile environment” sexual harassment occurs when unwelcome conduct based on sex is sufficiently severe or pervasive so as to alter the conditions of an individual’s learning or work environment, unreasonably interfere with an individual’s academic or work performance, or create an intimidating, hostile, or abusive learning for work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile.
Sexual harassment can consist of virtually any form or combination of verbal, physical, visual or environmental conduct. It need not be explicit or even specifically directed at the victim. Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Examples: Harassment includes, but is not limited to the following misconduct:

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.

- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.

- **Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

- **Environmental:** An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his or her immediate surroundings.

The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual’s learning or work.

Romantic or sexual relationships between supervisors and employees or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student or employee’s work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change; with the result that sexual conduct that was once welcome becomes unwelcome and harassing. By definition, sexual harassment is not within the course and scope of an individual’s employment with the community District.
Hate crimes consist of crimes which specifically target individuals or groups for characteristics relating to their ethnicity, color, religion, ancestry, national origin, disability, sex (i.e., gender), sexual orientation, class, or relating to the perception that a person has one or more of the foregoing characteristics.

**Academic Freedom**

To the extent the sexual harassment policy is in conflict with the District’s policy on academic freedom, the sexual harassment policy shall prevail. If the faculty member wishes to use sexually explicit materials in the classroom to stimulate dialogue as part of classroom materials or as a teaching technique, the faculty member must review that use with an administrator to determine whether or not this violates the sexual harassment policy.

To the extent the hate crimes policy is in conflict with the District’s policy on academic freedom, the hate crimes policy shall prevail.

**Complaint Procedure for Investigation and Resolution of Claims of Harassment**

**Reference:**

**Title 5, Section 59320**

The Vice President of Administrative Services is the “responsible District officer” charged with receiving complaints of sexual harassment or other forms of prohibited harassment, and coordinating their investigation.

The Gavilan College “Alleged Discrimination/Harassment Complaint” form is attached and made part of the procedure.

The actual investigation of complaints may be assigned by the President of the College other staff or to outside persons or organizations under contract with the district. This shall occur whenever the Vice President of Administrative Services is named in the complaint or implicated by the allegations in the complaint.

A student who believes he or she has been sexually harassed, or harassed based on any other protected status, shall make a complaint in writing using The Gavilan College “Alleged Discrimination/Harassment Complaint” form, within one year of the date of the alleged harassment or the date on which the complainant knew or should have known of the facts underlying the complaint, to any of the following:

- The Vice President, Administrative Services;
- The President of the College;
- The Vice President, Student Services;
- The Vice President, Instructional Services

A staff or faculty member who believes he or she has been sexually harassed, or harassed based on any other protected status, shall make a complaint in writing using the Gavilan College “Alleged Discrimination/Harassment Complaint” form to any of the following:
Any District employee who receives a harassment complaint shall notify the Vice President of Administrative Services immediately.

Upon receiving notification of a harassment complaint, the Vice President, Administrative Services shall:

Advis[e] the complainant that he or she need not participate in an informal resolution of the complaint, and that he or she may file a complaint with the Office of Civil Rights of the U.S. Department of Education. The Vice President of Administrative Services shall also notify the Chancellor of California Community Colleges of the complaint.

Authorize the investigation of the complaint, and supervise and/or conduct a thorough, prompt and impartial investigation of the complaint.

The investigation will include interviews with the complainant, the accused harasser, and any other persons who may have relevant knowledge concerning the complaint. This may include victims of similar conduct.

Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.

Set forth the results of the investigation in a written report. The written report shall include a description of the circumstances giving rise to the complaint, a summary of the testimony of each witness, an analysis of any relevant data or other evidence collected during the investigation, a specific finding as to whether discrimination did or did not occur with respect to each allegation in the complaint, and any other appropriate information.

Provide the complainant with a copy or summary of the investigative report within ninety days from the date the District received the complaint. The complainant shall also be provided with a written notice setting forth the determination of the Vice President of Administrative Services as to whether sexual harassment or harassment based on any other protected status did or did not occur with respect to each allegation in the complaint; a description of action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and notice of the complainant’s right to appeal to the District’s Board of Trustees and the State Chancellor’s Office. The results of the investigation and the determination as to whether harassment occurred shall also be reported to the alleged harasser, and the appropriate academic or administrative official(s).
To meet the requirements in Section 67385.7 and Section 66281.5 of the Education Code as amended through AB 1088, the college will:

- Post sexual violence prevention and educational information on the college website and in both on-line and on-ground New Student Orientations
- Provide a printed brochure and include on the website common facts and myths about the causes of sexual violence that includes:
  - Information on how to file criminal charges with local law enforcement
  - Contact information for campus and community resources for students who are victims of sexual violence
  - Information on campus, criminal and civil consequences of committed acts of sexual violence
  - Include information in each printed and online class schedule stating where information related to sexual violence is posted

If harassment occurred, the District shall take remedial or disciplinary action against the harasser. The action will be prompt, effective, and commensurate with the severity of the offense. If discipline is imposed, the nature of the discipline will not be communicated to the complainant.

Disciplinary actions against faculty, staff and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The District shall also take reasonable steps to protect the complainant from further harassment and to protect the complainant from retaliation as a result of communicating the complaint. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties.

If the complainant is not satisfied with the results of the administrative determination, he or she may, within fifteen days, submit a written appeal to the Board of Trustees. The Board shall review the original complaint, the investigative report, the administrative decision, and the appeal. The Board shall issue a final District decision in the matter within 45 days after receiving the appeal.

A copy of the decision rendered by the Board shall be forwarded to the complainant and to the State Chancellor’s Office. The complainant shall also be notified of his or her right to appeal this decision.

If the Board does not act within forty-five days the administrative determination shall be deemed approved and shall become the final decision of the District in the matter.

The complainant shall have the right to file a written appeal with the State Chancellor’s Office within thirty days after the Board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Section 59350 of Title 5 of the California Code of Regulations.

In any case involving employment discrimination, the complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the Department of Fair Employment and Housing. In such cases, the complainant may also file a petition for review.
with the state Chancellor’s Office within thirty days after the governing board issues the final decision or permits the administrative decision to become final.

Within 150 days of receiving a complaint, the District shall forward to the State Chancellor’s Office the original complaint, the investigative report, a copy of the written notice to the complainant setting forth the results of the investigation, a copy of the final administrative decision rendered by the Board or indicating the date upon which the decision became final, and a copy of the notification to the complainant of his or her appeal rights. If, due to circumstances beyond its control, the District is unable to comply with the 150-day deadline for submission of materials, it may file a written request for an extension of time no later than ten days prior to the expiration of the deadline.

**Dissemination of Policy and Procedures**

District Policy and Procedures related to harassment will be provided to all students, faculty members, members of the administrative staff and members of the support staff, and will be posted on campus.

When hired, employees are required to sign that they have received the policy and procedures, and the signed acknowledgment of receipt is placed in each employee’s personnel file.

In addition, these policies and procedures are incorporated into the District’s course catalogs and orientation materials for new students.

**Training**

Training of academic staff should be conducted emphasizing environmental harassment in the classroom. Each participant in the training should be required to sign a statement where they check one of two boxes:

- I have participated in training regarding the District’s sexual harassment policy. I understand the policy and accept my obligation to comply with the policy.

  OR

- I do not understand the District’s sexual harassment policy and wish additional training.

**Procedure for Prevention and Resolution of Hate Crime Victimization**

The District will seek to prevent and eradicate hate crimes on its campus.

The Vice President of Administrative Services will be the “responsible District officer” in following up hate crimes. Upon receiving notice of a possible hate crime from the college Security department, the VP of Administrative Services shall:

--as soon as is practical report to the Public Information Officer and college president the general nature, as well as the approximate time and place, of the hate crime or suspected crime. The Public Information Officer will, in a timely matter, publicize to all staff and students
that an incident that is or may be a hate crime has been committed; the general nature, and approximate time and place of the crime will be disclosed.

--turn over all information about the alleged hate crime to local law enforcement agents for investigation.

The College President will, in a timely and forceful manner, issue a public statement describing the hate crime or suspected crime in general terms, and condemning hate crimes on a campus devoted to the pursuit of higher learning.

Amended by the Board of Trustees: October 10, 2006
Amended by the Board of Trustees: Nov. 11, 2003
Approved by the Board of Trustees: Dec. 11, 2001
BP 3570 Tobacco and Smoke-Free Environment and Cessation/Prevention

Reference: Education Code Sections 7596, et seq.

In conjunction with prohibiting smoking and the use of tobacco and non-regulated nicotine products, the college will provide education and support for smoking cessation through the office of Student Health.

This policy applies at all Gavilan Joint Community College District owned, leased, or operated properties. The college may choose to create designated smoking areas on a temporary or permanent basis, provided such areas are accessible, located at least 20 feet from building doors and windows, main walkways, the Child Development Center, and GECA facilities.

Approved by the Board of Trustees June 14, 2011

AP 3570 Tobacco and Smoke Free Environment and Cessation/Prevention

All smoking and use of tobacco products and non-regulated nicotine products is prohibited on all Gavilan Joint Community College District owned, lease, or operated property, except for designated smoking areas as defined in administrative procedure.

This policy will take effect July 1, 2011 with a one-year educational campaign, and support for students and staff in smoking cessation with full implementation effective July 1, 2012.

Approved by the Board of Trustees, May 10, 2011

BP 6500 Property Management

Reference: Education Code Sections 81300, et seq.

Smoke Free Buildings

Smoking is prohibited in all indoor areas of all public buildings, in the outside areas beside building doorways, windows, ventilation air intakes and in all college owned vehicles. Tobacco products shall not be sold on campus either through vending machines or campus establishments.

Approved by the Board of Trustees April 9, 2002
Amended December 2011

AP 6500 Property Management

Smoke Free Buildings

All individuals at Gavilan College, all buildings and all Gavilan-owned vehicles are covered by the Smoke-Free Building Policy. Gavilan College supports and assists efforts to stop smoking by providing literature, referrals to community cessation programs and by offering periodic campus smoking cessation programs at reduced cost to participants.

Implementation of the campus smoke-free environment policy will be the responsibility of every student, faculty member, staff person and visitor on campus.

Approved by the Board of Trustees April 9, 2002
MEDIA CENTER POLICIES AND PROCEDURES

Language Labs
Special CD Players and DVD Television monitors are available for English and foreign language students. While study CD and DVD masters must remain in the Language Lab, some limited copies (not complete sets) are available for loan through the Language Lab.

Requesting A/V Equipment
A/V Equipment must be reserved at least 48 hours in advance using the “Media Request Form” (located in the wall file holders outside the mail room, the Media Center, from department chairs, or deans. The “Media Request Form” is also available on the Gavilan College “Faculty/Staff Page” on the intranet and can be emailed to Pablo Balancio pbalancio@gavilan.edu, cc: Shawn Mulcare smulcare@gavilan.edu.) All A/V requests will be placed on reserve, tested (time permitting), and available for pick-up from the Media Center in MP-102. Efforts will be made to set-up and remove equipment from classrooms. However, when scheduling conflicts occur, instructors must properly store and secure the equipment.

Damaged A/V Equipment
Audio/Visual equipment in need of repair should be reported via email to MultiMedia Technicians: Pablo Balancio pbalancio@Gavilan.edu and cc: Shawn Mulcare smulcare@Gavilan.edu. Should an emergency arise during class, call the Media Center (main campus extension 4906) and we will make an effort to conduct simple repairs at that time. More involved repairs will have to wait until the classroom is available for an extended period. If complex repairs are needed, efforts will be made to use loaner equipment in its place.

Permanently Assigned Equipment
There are some classrooms with permanently assigned A/V equipment. If needs require unused equipment to be borrowed for a class presentation in another room in the same building, it must be returned to the assigned classroom after the class. All other needs for permanently assigned equipment that cannot be temporarily reassigned may require departmental purchase.

Evening Equipment Use
Staffing precludes set-up and removal of A/V equipment after typical office hours. A 48-hour advance notice and reservation will ensure that equipment is available for your use. If the classroom is secure and available before your class period begins, we can try to have it stored in the room, otherwise, arrangements must be made to store it securely for your class and returned the next school day.

For the Hollister and Morgan Hill sites, arrangements must be made with the site managers. The inventory of A/V equipment at the off-sites typically includes computers on wheels, overhead projectors, and TV monitors with DVD/VHS players.
Off-Campus Equipment Use

College media equipment is for use for Gavilan College instruction and college-related activities for class assignments. Exceptions may be made by the Multi Media technician and/or the appropriate dean. Those who use college media equipment off-campus should request its use 72 hours in advance. As with any college owned property, the user is personally responsible for any loss or damage.

Media Costs

The use of college-owned video cameras, DVD/CD duplicators, and DVD/CD printers require media and supplies. Each user is responsible for supplying their own blank media (mini DV, DVD, CD, cases, etc.) We will gladly assist each person and department with specifications for the purchase of media.

Use of Video Camera, and LCD Projectors

Video cameras and LCD projectors can be checked out for use by Gavilan faculty, staff, and students. Each are required to be competent and qualified users of the equipment. Abuse and mishandling can cause premature failure and limit the number of A/V equipment available to others. A/V equipment will be loaned and used for instructional and educational program use only. Commercial ventures are strictly prohibited. A week's notice will ensure equipment availability. A/V equipment should be returned the following day. Extended usage must be approved in advance by the Multi Media technician.

Multi-Media Center Duplicating Services and Procedures

Audio cassettes and VHS videotapes are no longer supported on campus. However, transferring from audio cassette to CD and VHS videotape to DVD is possible with the following stipulations:

- U.S. Copyright and “Fair Use” laws must be observed.
- Completion of the “Duplication Request Form” (available in the wall file holder outside the mailroom). Allow 1 ½ weeks to complete each tape.
- Blank media must be provided or reimbursed.

PUBLIC INFORMATION OFFICE (PIO) - PUBLICITY PROCEDURES

Work with the Public Information Office (PIO) to develop a marketing campaign for your event which includes on-campus and off-campus needs, and to develop materials such as flyers, brochures, posters, etc. At a minimum, all documents must contain the Gavilan logo-with-text (available on the intranet), contact numbers, dates, times, and locations of events. Documents promoting events, lectures, and meetings should contain the phrase: "If you will need an accommodation to participate, please contact the area Dean at: (your dean's phone number)."

Events may be publicized on campus through: email, Campus News Blog, The Gavilan Press, the website, ASB bulletin boards, department bulletin boards, and the phone system.

Off-campus publicity includes media, news releases, direct mail, flyer/poster distribution, and paid advertising. Meet with the PIO as far in advance of the event as possible (4-6 weeks) to develop a marketing plan. Flyers intended for distribution in local schools must be in both English and Spanish. The PIO is available at: (408) 848-4724, jbchargin@gavilan.edu.
DISTRICT VEHICLE PROCEDURES

There are no District vehicles. When vehicles are needed for field trips or other school business, a requisition needs to be filled out and processed by the purchasing department. All rental requests come out of the requesting department's budget. Requisition forms are available on the intranet.

BOOKSTORE PROCEDURES

Textbook Adoption

Individual instructors select textbooks in collaboration with the Department Chair and other instructors teaching the same course. In order to provide the best value to the students through rental, buyback, and digital as well as used book availability, it is recommended that a book be used for the life of the edition. It is also preferable that all instructors use the same text when possible. The bookstore will establish an order quantity based on several factors, including actual to estimated enrollment history, book sales history, a new edition pending, etc. Our goal is to acquire the books you request (best case scenario is to be able to rent and buy them back from our students), have them available in the right quantities, and have them available at the time you need them. If you would like to see if your book is on the national rental list please visit www.rent-a-text.com. If your book is not on the national rental list we can work on making your book a “local rental” and more information can be provided by the bookstore management.

Ordering Texts and Supplies from the Bookstore

Fill out the book order form completely providing the following information; semester; department; course and section number(s), enrollment estimates, author, title, publisher, ISBN number and edition. Please check the box whether it is a recommended or required title. Sign and date the form and please include a number or email where we may reach you in case of problems with your book order. In order to overcome things such as early order vendors, new editions and custom packages - as well as maximize the opportunity to acquire used books for the students, the following adoption deadlines have been set:

Spring: October 15 , Summer: March 1, Fall: April 15

You may also list required supplies such as calculators, graph paper, etc. on the form and we will place them on the shelf for access by your students.

Online Ordering

You may also submit your adoption online at www.gavilan.BKSTR.com by selecting the “Textbook Adoption” icon. Once you enter the required information (contact and course info), enter the password “282" without the quotes. You may submit multiple adoptions in the same online session.
Desk Copies and Instructor Editions for Instructor Use

All publishers now require that instructors personally contact them for desk copies but the bookstore would be happy to help research books or provide publisher contact information.

Questions?

For assistance regarding course materials acquisition, contact the bookstore and/or the bookstore manager at 408-848-4743 or 408-848-4742, fax: 408-847-0280, or email: 0282txt@fheg.follett.com or 0282mgr@fheg.follett.com.

PURCHASING AND RECEIVING PROCEDURES

Purchasing

How to Make a College Purchase:

- Requisitions are to pay outside vendors for services, supplies, dues, etc. They are not to reimburse or pay employees.
- Send completed purchase requisitions to the purchasing department. Include vendor name, address, phone, fax, email, program, account number, and authorized signatures.
- Purchasing will process the requisition, place the order, and send a copy of the purchase order to the department chair or dean.
- All orders should go through the receiving department process for inspection.

The receiving department will forward the packing slips to accounts payable for payment.

*PLEASE NOTE*

- Only the purchasing department has the authority to issue purchase order numbers. Purchase orders are given only to approved requisitions.
- When the process is followed, payment is made within 30 days of receipt of the invoice.
- Requisitions are available on the intranet.
- The Business Office offers the option of cash reimbursement for business expenses incurred in the performance of duties as an employee of Gavilan College.
- Cash payments are limited to $50 per employee per month.
  - A Petty Cash Reimbursement Form (available on the intranet) must be completed in full and approved by the department administrator.
  - Be sure to have the appropriate account on the form.
  - Submit ORIGINAL receipts for reimbursement.
  - Be sure funds are available in your budget before you incur the expense.
  - Bring the Petty Cash Reimbursement Form to the cashier in the business office, Monday through Friday, 9 a.m. to 3 p.m. The Business Office is closed from noon to 1 p.m.
  - Do not separate reimbursement requests to stay below the $50 limit. Reimbursements in excess of $50 will be made by check.
• Complete a Mileage Reimbursement Form or a Conference Authorization Form for reimbursement of mileage and travel expenses. Reimbursement will be made by check.

*PLEASE NOTE* • All Purchases not done through a Requisition, Petty Cash Reimbursement Form, Employee Reimbursement under $500 Form, or a Gavilan College Wells Fargo Business Card, are unauthorized. **Unauthorized Purchases Will Not Be Accepted, Paid, Or Reimbursed By The District. Unauthorized Purchases Will Be The Property Of The Purchaser.**

**In-House Supplies** In-house supplies include, copier paper, letterhead, and logo envelopes. Please email Eddie Vasquez in Receiving to request any of these items at evasquez@gavilan.edu. For other supplies, please contact your supervisor.

**Inventory Control** In order to keep track of inventory, please advise Receiving of any moves that involve furniture/equipment. Inform Receiving from where-to-where and the inventory tag number (bar code tag). If you have equipment that has not been tagged, advise Receiving so it can be tagged and input it into the inventory.
FACILITIES MAINTENANCE, GROUNDS, AND CUSTODIAL

Facilities Maintenance, Grounds, and Custodial receives an average 10-15 daily email requests for maintenance services, and over 15 telephone calls daily. Facilities employs one maintenance II position and one lead person, and various outside vendors and contractors. We will respond to all requests as quickly as possible and endeavor to complete the work in a timely manner.

For services, email your request to: maintenance@gavilan.edu.

- On the request state the type of service requested, the location of the service, a contact name and phone number of the requestor. The Maintenance e-mail addresses copies to Rick Santos (Maintenance Lead), Jose Morales (Custodial Lead), and Jeff Gopp (Director).
- Telephone calls are answered as they are received on 408 848-4705.
- Emergency calls may be submitted directly to the Facilities Lead at 408-427-4440 or the Director at 408-710-7497. An Emergency is considered a job that requires immediate attention. Phoned in or verbal emergency requests must be followed with a written request (email).

Once a service request e-mail is received, an auto reply will be sent electronically to let the user know that facilities has received your message. Response time is contingent upon each job category. Jobs will be prioritized by the following criteria:

**Safety and Hygiene**

Some examples would be: sewer stoppage, no water, major water leaks, sparking or arcing electrical line. These types of jobs are considered urgent or emergencies.

**Creature Comforts**

HVAC (Heating, Ventilation, and Air Conditioning) are important but are not usually life threatening and under normal circumstances not as urgent. Adequate ventilation may be achieved in an office or classroom by opening a window or door.

**Aesthetics**

Beautification efforts such as painting, replacing wood trim, hanging white boards, etc., are always important but not urgent.

All work is contingent upon work-load, parts accessibility, and work-force availability. Exceptions to the above always exist but the guidelines remain the general rule.
EASY GUIDE TO CURRICULUM PROCEDURES

Is curriculum work complex and arbitrary? Not really.

Is it easy and logical? Yes, for the well prepared.

Curriculum design and modification can seem complex and arbitrary if you don’t approach the processes with a realistic view of the work involved and the close level of scrutiny your proposals may receive at the Curriculum Committee level. With both those considerations in mind, the Curriculum Committee has tried to quickly and simply guide faculty, both newcomers and veterans who may not have kept up with changing state and college standards, in getting the job done right the first time. If you follow the steps below, you will avoid 90 percent of the problems posed at the Curriculum Committee level. The process can be easy and logical.

So please, read on.

But before you do, note that italicized points have to do with procedures you should be aware of in advance. For example, we’ve had a problem getting people to use the proper, most updated forms in the past. Therefore, a few preliminary tips on procedures:

Tip #1: Obtain the most up to date versions of curriculum forms by visiting the Gavilan website at http://www.gavilan.edu/curriculum/. At that location, you might also check out the most current version of the guidebook that’s available; the Curriculum Committee sometimes changes or refines procedures.

Tip #2: For any change to go into effect quickly, keep in mind two things: one, that it is best to bring your proposals to the Curriculum Committee by mid-September or mid-February if you wish to effect the change in time for the following semester, and two, that proposals affecting articulation could take several months, or even a year or longer, to work out with the four-year colleges and universities. It is good practice, for the benefit of students, to refrain from offering classes until they are fully articulated.

Modify an Existing Course: “Modify a Course” form (Form C)

If you wish to change a course’s units, content, title, description, grading system, etc. The “Modify a Course” form is also used to delete a course.

1. Discuss the matter at a department meeting and get approval.

2. Obtain the existing course outline and the Form C - “Modify a Course” form from the curriculum website.

3. Enter the additions/changes/corrections to the applicable sections of the Form C - “Modify a Course” form. The curriculum committee will need the entire outline, so this is a good opportunity to give it a general update, with special attention to the sections that get outdated most rapidly: the topic by topic chronology, the text/s and reading levels, and the objectives as they relate to out-of-class assignments and assessment, for which we use a form that has a range of percentages as options.

Tip #3: If you do not give your attention to updating the whole outline your particular change may be tabled or passed contingent upon your update of the outline; this is the only checkpoint the college has to ensure that course outlines are maintained up to date.
If you wish to add a prerequisite to an already established class, the prerequisite cannot be required until validation is completed and accepted by the Curriculum Committee. See section on prerequisites.

4. Get signatures from your Department Chair and area Dean before the deadline set for curriculum committee consideration. Included in this guide is a checklist to be used by department chairs and deans before they sign curriculum; you might want to give it a glance beforehand to be sure you have all that they will be looking for. Turn in a hard copy of the completed, signed documents. Also send an electronic copy to the Curriculum Specialist. Deadline dates and times are posted on the Curriculum website.

**Tip #4:** The committee cannot consider curriculum without these signatures. Get them before you turn in the curriculum to avoid problems later. Note: Forms turned in without all applicable signatures, or after the deadline, may not be placed on the Agenda.

5. Plan to attend the curriculum meeting in case committee members have questions. If you or your department representative are not present to answer questions, your proposal will probably be tabled.

**Tip #5:** It is the curriculum committee’s procedure to table items for which there is no department representative present. It also tables curriculum when the department chair is present but unable to answer questions about the curriculum. Thus it is highly advisable that the author/s of curriculum be present to discuss it.

**New Course Proposal: First Reading (Requires two readings)**

When student demand, developments in your field, or college priorities justify a new course:

1. The new course should originate in discussion at the department level and be supported in concept by vote at a department meeting.

2. Interested faculty should research similar courses at other two-year and four-year colleges, and assess where the similar courses fit into AA, GE, major and/or transfer patterns. Often consultation at the department and deans’ levels is helpful at this point, and you should come up with a brief but telling course description, which is invaluable in helping articulate classes. Also read through this guide, as many stumbling blocks are addressed.

**Tip #6:** Find as many examples of similar classes at other CCs, as well as CSUs and UCs, as possible. At least one of each is required or needed.

3. The next step is to obtain the most current version of the "New Course Proposal-First Reading" form from the Curriculum website and fill it out, getting signatures from your Department Chair and Area Dean. Turn in a hard copy of the completed, signed documents, along with an electronic copy to the Curriculum Specialist. Deadline dates and times are posted on the Curriculum website.

4. Plan to attend the meeting.

**Tips #4 and 5 come up again:** It is the curriculum committee’s procedure to table items for which there is no department representative present, and you do need those signatures on forms.
5. Try to include a mixture of courses--some taught at two-year colleges, and some lower
division courses taught at four-year colleges--on the New Course Proposal form, so
committee members can get a sense of offerings at other colleges. Research transfer and
articulation issues until they are clear to you. Refer to ASSIST for examples of similar
courses at other institutions, especially those that transfer to 4-year universities, if the new
course is intended to be transferable. A link to ASSIST is available on the curriculum
website. Consult with the articulation officer if you have questions about articulation.

6. Discuss library resources with the librarian, and research what might be needed in order to
support student learning. Indicate on the New Course Proposal form which librarian gave
you the verification information. Make a list for the librarians, with clearly indicated priorities,
so they know what materials to purchase first. You will need a budget for the acquisition of
the materials. No verification discussion is necessary regarding technological resources, but
find out what Gavilan has, and needs to support your class. Otherwise the class may be
approved only to never be offered, particularly if the technology gap is very large.

7. Do not be alarmed if curriculum committee members have questions for you about the
proposed course; the First Reading allows faculty to float ideas and to surface potential
issues or concerns that can be addressed in the Second Reading.

**New Course Proposal: Second Reading (Includes Course Outline)**

The course outline section of the form becomes the course outline of record, a legally
enforceable document that ensures students will receive course content that meets college
standards. Thus it is important to take the time to do a thorough, good job. The curriculum
committee chair has copies of model course outlines, a few of which are copied into this guide,
and of a State Faculty Senate booklet that is helpful in suggesting how to link course objectives
to topics to assignments to assessment. Meanwhile:

1. Obtain the most current version of the “New Course Proposal - Second Reading” form from
the Curriculum website, and fill it out. Make any changes to the form that may have come
up during the first reading.

2. Devise objectives and a topic by topic chronology that meets those objectives. Indicate the
number of hours it would take to cover each topic.

3. Devise out-of-class assignments and assessments and link them to the objectives and
chronology. Write these so that teachers with a variety of approaches can teach under the
same outline; for example, it might be better to require a research project than to specify a
10-page research paper. Sticking points in this area are often having enough work to justify
the units offered, having objectives that link to the content and assignments, having
measurable objectives, and having assessment methods explained beyond simply stating
that you use essay or skill demonstrations.

*Tip #7: Refer to the State Faculty Senate booklet and do a thorough job on assignments,
objectives, chronology, and assessments. Some outlines flounder because they are incomplete.*

4. Develop Student Learning Outcomes and link them to the Institutional Learning Outcomes.
Indicate how each learning outcome is going to be measured. Refer to Bloom's Taxonomy
for writing measurable outcomes. Also refer to the Academic Senate website for curriculum
resources and the Curriculum Handbook for Good Practices in developing courses and programs. Links are available on the curriculum website.

5. Do a readability formula check on textbook/s proposed (See Readability" section later in this handout if you need help.) Indicate the year published and publisher information for each textbook. The textbook section includes the phrase "...or a comparable college-level text" to allow instructors flexibility in choosing a textbook.

6. Bring to curriculum committee for discussion/approval. Turn in a hard copy of the completed, signed documents, along with an electronic copy to the Curriculum Specialist. Deadline dates and times are posted on the Curriculum website.

Tips #4 and 5 come up again: It is the curriculum committee's procedure to table items for which there is no department representative present, and you do need those signatures on forms.

7. Remember that including advisory or pre-requisite classes in your curriculum will require one more form, the Advisory/Prerequisite form, for content validation at the time the course is approved (or, at least, before the advisory/prerequisite can be listed in the schedule). Prerequisites may also require later consequential validation—the Committee is working to define levels of scrutiny for different kinds of classes. With new classes, prerequisites start life as advisories so their validity as prerequisites can be tested. See section below on prerequisites.

Non Degree-Applicable Courses

See above, but do remember that these courses are those numbered 200 and above, and do not fit into GE, AA, or transfer patterns. Note: there may also be fewer out-of-class assignments than there would be in a degree-applicable course on the same topic.

Distance Education - Form D

Form D is used to allow a course to be offered through nontraditional methods of delivery, such as the Internet, televised lectures, or videos. Obtain the most current Form D from the Curriculum website. Be prepared to justify an alternative delivery mode. If the course has not been updated in more than 4 years, you will also need to update the course outline. See procedures for “Modify a Course” form above. Please consult with the Distance Education Department as needed. Feel free to contact them at disted@gavilan.edu or 408 848-4885. Best practices and policies for teaching online are also available here: http://www.gavilan.edu/tlc/docs/debestpractices.pdf.

Experimental/Emergency/Short Term Courses, Form E, 99s, 199s, 299s, 399s, etc.

This category exists to give an opportunity to try out good ideas that may or may not fly as permanent courses. They may be transferable or non-transferable. Follow directions for the new course, as explained above. The Form E allows for preliminary approval in concept by the Vice President of Instruction and Curriculum Committee Chair.
Special Topics Courses - 98s, 198s, 298s, 398s, etc.

These courses are essentially shells with content that can change by semester. A good example would be a Latin American history class whose shell includes the same structure of analysis, research, and tests, but whose topics would rotate through various countries in Latin America--Argentina, Mexico, Colombia, etc. The Argentina topics course would be History 98A, while Mexico would be 98B, Colombia 98C, etc. Special topics courses give flexibility, but the foreseeable variations should be included on the initial new course proposal and course outline, along with the shell outline and brief outlines for each variation. Additional variations, such as adding a History 98F on Nicaragua, would require a "Modify a Course" form. Note that these can be offered in any discipline. Check with receiving/transfer institutions to see if limits are imposed upon the number of Special Topics units that may be transferred in.

Application for New Credit Program – CCC – 501

Obtain the Chancellor's Office Form CCC-501, “Application for new credit Program”. Begin discussions at the department and Faculty Senate levels. Note that you will also be asked to research demand for the major, visit the Institutional Effectiveness Committee, and prepare much information on the need for the new major program. Especially important will be a discussion of program outcomes, which must be measurable. This whole process takes longer than the other curriculum procedures; it undoubtedly will take a year or more to do all the work required to establish a new major program.

Non Substantial Changes to an Existing Program – CCC – 511

If you are changing the program title, adding or deleting a course from a major program, changing the order in which it should be taken, or changing its emphasis within the program, obtain and fill out the Chancellor's Office Form CCC-511, “Non-Substantial Changes to Approved Program”. Follow the usual procedures of getting signatures and attending the meeting.

Substantial Changes to Existing Program – CCC – 510

If you need to make substantial changes to a degree or certificate program, obtain and fill out Chancellor's Office Form CCC-510, “Substantial changes to existing program”. Follow the usual procedures of getting signatures and attending the meeting. Note that departmental approval is key on this form, as changes to a major program will affect many classes and students. See the “Supplement to the Program and Course Approval Handbook, 2nd Edition, for definition of “substantial changes to existing programs.”

Procedure or Policy Establishment or Modification, Form P

Because the Curriculum Committee is charged with dealing with many procedural and policy questions in addition to specific courses and degrees, the committee has established a procedure for creating or changing a procedure or policy. First, important definitions: A POLICY often originates at the committee level, but must ultimately be adopted by the district's board of trustees as official policy of the district, whereupon it is added to the catalog of district policies kept in the president's office. Policies tend to be broad outlines that enable action at the curriculum level, i.e., our policy on prerequisites. A PROCEDURE is a process that is followed by college staff, and agreed upon at some level(s) below the district board of trustees. With that
said, note that the Form P requires some thoughtful legwork on the part of whoever fills it out, so that all interested parties to a policy or procedure are consulted. The Form will also require the originator to predict the impact of the change upon staffing, finances, enrollment, matriculation, etc. Research into like policies at other colleges is recommended.

**General Education for AA Explained**

Gavilan offers many classes, but not all of them are general and universal enough to be added to the list of General Education courses for the AA degree. If you think your course is of general, universal, and durable value, it may be a candidate for GE for AA. Read the policy on GE carefully and discuss your view with your department chair and/or dean. It would help to know whether similar classes are considered GE for the AA elsewhere.

**Course Numbering Explained**

1-99--AA: degree applicable, transfer and baccalaureate degree-applicable class
100-199: Associate degree-applicable; potentially transferable and baccalaureate degree-applicable
200-299: Associate degree-applicable and/or certificate applicable; non-transferable
300-399: Non degree-applicable and non transfer; occupational
400-499: Developmental; note that students are limited to 20 units in classes more than one level below the transfer/baccalaureate degree level.
500-599: Special population courses such as those for ESL students.
700-799: Non Credit Courses

**Grading**

You can designate your course to be:

(1) graded only with ABCDF,
(2) pass/no pass only,
(3) option of a letter grade or pass/no pass, depending on the student’s wishes or
(4) pass/no pass only.

If a course has been approved for the third option (and most existing Gavilan courses need “Modify a Course” form in order to be so approved), students will make the arrangement with the Admissions Office, and when teachers assign a letter grade at the end of the semester it will be converted automatically to a pass/no pass grade, thus sparing instructors paperwork.

**Lecture and Lab Units Explained**

Lecture and lab hours attempt to estimate what kind of time will be required of students inside the class room (i.e., class hours) as well as outside of it. Generally speaking, one unit should equal three hours of course-related effort. This formula applies neatly to all-lecture classes, but may undergo some changes in courses that are partly or completely composed of lab hours.

In general, a lecture class is one in which the instructor is the main focus during class time. S/he may direct students in exercises and other assignments, but generally, in a lecture class, information passes from teacher to student and/or the teacher orchestrates student activities and discussions. Such a class has an easy formula to follow in figuring the appropriate
expectations of student workload. For every academic hour spent in the classroom per unit, students will be expected to spend two hours outside the classroom doing supplemental work evaluated by the instructor. Thus in a three-unit class that meets three times a week for an hour, students (to earn an average grade, assuming they are average students) will generally also be expected to do six additional hours of outside-class work. In a one-unit class that meets one hour a week, students (to earn an average grade, assuming they are average students) will generally also be expected to do two additional hours of outside-class work. And so on.

Lab classes are generally focused on student discovery learning or meaningful activity involving course materials. A class that offers purely lab units follows the same basic formula, though labs in general do not involve out-of-lab assignments. Thus a three-unit lab requires nine hours of total work, but generally all nine hours take place in the lab. Note that instructors MAY choose to write curriculum with lab hours above and beyond the three hours per unit. The main concern in requiring more than the standard minimum is that students may perceive that the class is more work than it is worth.

Classes that combine lecture and lab are also designed and taught at Gavilan. Thus there may be a three unit class that divides into one unit of lecture and two units of lab. The lecture unit may take up one hour a week, and involve two hours of out-of-class assignments in addition to six units of lab. Such a class would meet state standards because it involves nine hours a week of student participation. The class could also divide into two lecture units with four hours of related out-of-class work, and three hours of lab. Again, it adds up to the necessary nine hours.

**LEH Factor or Lecture Equivalency Hour**

*Tip #8: This is only relevant for lab classes.*

Normally, full-time faculty are expected to teach 14-16 units per semester. Less than 14 is an underload, more than 16 is an overload. The LEH factor allows the college to determine an adequate load for instructors, and how to pay instructors who teach labs. (LEH is irrelevant to lecture classes; it stands for Lecture Equivalency Hour, and lecture classes count hour for hour. One lecture hour = one LEH.) The worth of labs in a given department has usually been assigned on a department basis. Generally, the LEH factor is based on the amount of work generated from the lab for instructor evaluation, and the amount of preparation needed for the lab. Your dean or department chair can tell you what your departmental LEH are. They are usually between .65-.75 LEH, and are established by collective bargaining contract. The number of hours in a course is multiplied by the LEH factor to determine how much of a teacher’s load a lab class constitutes. For example, a three unit class with an LEH of .7 counts for 2.1 units of an instructor’s load. More evaluation and more preparation will mean a .75 LEH; less will mean a .65 LEH.

**Cross-Listing Courses**

Cross-listed courses can be approved by two departments simultaneously, or they can be added to one department and later added to another through a cross listing. As a rule, courses can be cross listed if the course is required for a program or certificate in both disciplines. The method for cross listing courses is:

1. Gain departmental approval from all departments concerned.

2. Follow procedures for a “Modify a Course” form.
Readability

Degree-applicable Gavilan courses must use college-level texts. There are a number of ways to ensure that the college is doing so. The curriculum chair and the reference librarian have the standard Fry readability formula available for your use. Some computer software will also check readability on segments of the textbook that you type or scan in.

Advisories, Prerequisites, Co-Requisites

Often classes at Gavilan should not be attempted by students who have not passed lower level classes. There are three ways that this message can be given to students: Advisories are listed along with the course description, and state what classes are recommended before the student attempts the course in question. Any course can have an advisory if the advisory is reasonable; new courses should have advisories documented using a content validation form available from the curriculum website. In order to fill out the form, one should have course outlines from both the relevant classes. Skills from the earlier class are listed in the column on the left, and how those skills are helpful in the later class is explained on the right.

Pre-requisites are listed along with the course description, and state what class/es are required before a student attempts the course in question. Once a prerequisite is set and validated, it MUST be enforced—that is, students must get a C or better in the early class to enroll in the later class. The suggested procedure for pre-requisites at Gavilan is two pronged: first, a carefully filled out content validation form, available at this website and as comprehensively completed as is possible. And second, a consequential validation survey may be administered to students in the later class. The curriculum committee suggests than in order to gather a large enough sample of students, the survey should be administered to all students taking the class in a two-year period, or a minimum of fifty students. The survey should be administered approximately one-quarter to one-half ways through the class/es. Naturally, consequential validation means that a new course must be taught at least once before students in it can be surveyed; the state actually allows up to two years for colleges to gather information, and there are some alternative methods such as showing that a similar prerequisite is required at least three four-year college campuses. The college researcher can assist with this process. Until prerequisite validation is final, a class that needs a prerequisite will have to be taught with only an advisory. Check with the Curriculum Committee chair for details.

Co-requisites are courses that must be taken at the same time a student is enrolled in the course in question. Co-requisites must be validated and treated like pre-requisites, above.
Assistance, Errors, Inconsistencies, Problems?

Contact the Curriculum Specialist or Curriculum Committee chair.

Checklist for Department Chairs, Deans, and Curriculum Chair

Please use this checklist before signing off on any curriculum.

_____ All questions on the form are filled in completely and legibly.

_____ Lecture and Lab hours are correct.

_____ Questions requiring research (transferability, resource needs) have been adequately researched & answered.

_____ Proper spelling and syntax are used.

_____ Readability calculation is done, if applicable.

_____ Course outlines include the proper number of hours for each topic.

_____ Course outlines have performance objectives linked to out of class assignments.

_____ The new course proposal indicates library and technological capacity to handle the course, or a means to do so in the future.

_____ Methods of Evaluation sheet is filled out correctly and included.

_____ Advisory/prerequisite sheet is filled out correctly and included as needed.

_____ Cross-listed classes have dual department approval.

(July, 2011)
Section E

Student Services
STUDENT SERVICES AND ACTIVITIES

Gavilan provides counseling, academic advising, assessment and placement testing, reassessment, orientation, records, services for special populations (such as: the disadvantaged, disabled, re-entry adults, single parents, etc.) transcripts, academic standards, attendance, financial aid, student government and activities, career information, and health services. Other services available to students which are not part of Student Services are tutoring, bookstore, cafeteria, athletics, and institutional research.

ASB (Associated Student Body)

The ASB is the official student organization on campus and provides the majority of student input and recommendations on critical campus issues to faculty, staff, administration and the Board of Trustees.

The Student Senate is a representative body of students who meet weekly to plan, implement and evaluate college activities and services that meet the needs of Gavilan College students. Any student who meets the requirements of the ASB’s by-laws may become a voting member of the Student Senate. The elected and appointed officers provide a liaison between the students and academic departments and student services. The variety of leadership positions allows for different levels of involvement so that students can balance their academic and extracurricular loads effectively.

The political and practical leadership skills that students develop through the ASB are supplemented through a leadership course offered through the Political Science and Psychology Departments (POLS 27; PSYC 27). The curriculum includes practical skills that are applicable to college-related opportunities and other professional and personal environments. The curriculum is an interdisciplinary approach to contemporary leadership. This is an elective course that is transferrable to the CSU system and meets a GE requirement for the Gavilan College A.A./A.S. degree. Although the UC system does not accept the units for the class, it gives added consideration to those students who have been involved in student government and other college governance activities. Employers also look favorably upon a student’s involvement in college leadership.

The benefits of buying an ASB Student Body Card are many. Revenue supports social and cultural activities on campus and provides the purchaser with free admission to athletic events, discounts at cultural events, free bluebooks and scantrons (testing supplies) in the bookstore, and serves as the student “Go Print” card with fee copies included. Community-wide businesses offer discounts to card holders such as reduced movie admissions, restaurant, gym, museum, computer and software discounts. ASB cards can be activated as library cards and come with 100 free prints.
Please note: There is a $2 charge for replacing lost ASB cards. Visit the ASB office in the Student Center - room 158 or call 408-848-4777.

**Supervision of Student Organizations and Activities**
Approved student activities will be supervised by at least one Gavilan College employee. Supervision will take place during the course of activity. The purpose of faculty/staff advisors to student groups and clubs is to assist the group in planning, operation, and decision making.

**Admissions and Records**
Student admissions and registration procedures, placement examinations, advising and student scheduling, grade and student transcripts, are handled by the Office of Admissions and Records. These services are directed by the Director of Admissions and Records.

Assistance with your online rosters, instructions on how to input grades, and procedures related to grading issues, incompletes, and other issues are handled through A&R. Forms are available for a variety of topics.

The Admissions and Records office is located in Student Center 111, at 848-4735.

**Articulation/Transfer Agreements**
Gavilan College has completed lower division course-to-course, major-to-major, and/or general education agreements with all California State University (CSU), University of California (UC) and a number of private university campuses. These agreements ensure that participating universities will accept certain courses taken at Gavilan College to satisfy general education, major, or elective university requirements.

**Assessment Office**
Placement/Assessment will help ensure that students are enrolled in courses that match their abilities in language and computational skills. Placement scores, together with other indicators of a student’s abilities, are used by counselors to recommend appropriate course placements.

The assessment office is located in MP101, at 846-4992.

**Career and Transfer Services**
The Career/Transfer Resource Center offers resources to help make career decisions, plan for college, obtain specialized training, or enter an academic or vocational program. Career-related services are available to currently enrolled students, prospective students, faculty, staff, and community members.

The center provides support services to students who are interested in transferring to a four-year college. Services include specific transfer information, information on university majors and graduation requirements, assistance with filling out applications and scheduled meetings with university representatives. The center also provides a
resource library of college catalogs and books and referrals to counselors to assist with developing an educational plan. An annual Transfer Day is held each fall with over 40 colleges and universities participating. The Career/Transfer Resource Center is located in the Student Success Center, PB11, at 848-4818.

Counseling Services

Gavilan College provides a staff of full-time professional counselors to assist students in meeting educational, career, and life goals by offering individual appointments, guidance courses and workshops in career planning, study skills, general transfer requirements and other topics. Counselors also help students with understanding completion of degree requirements, Transfer Admissions Agreements (TAA’s), and ensuring that students meet their transfer goals in a timely manner. Career counseling is available to enable students to understand their values, interests and skills, and to research a variety of career options. The career planning process also assists students in learning to manage job/life transitions. Crisis intervention and short-term personal counseling services are also available. The counseling office is located in Student Center 113, at 848-4723.

Financial Aid And Veteran Education Benefits

Financial assistance with college expenses is available for students of various incomes. Gavilan College participates in several types of financial aid programs. These programs are funded through the federal government, state agencies, lenders, private scholarship donors, and the college itself. Each program has specific requirements, which must be met before aid can be awarded. Financial aid categories include grants, work study (student employment), scholarships, special programs such as veterans’ benefits, fee waivers, and subsidized unsubsidized student loans. The Financial Aid Office is located in Student Center 124, at 848-4727.

Gavilan College offers special assistance to veterans and dependents of disabled veterans.

Pre-priority registration is granted to any member or former member of the Armed Forces of the United States who is within four years of leaving active duty. For more information consult a counselor or the Financial Aid Office.

Gavilan College recognizes credit and grants credit to veterans and reservists for service and training completed in the Armed Forces. Gavilan College reports as credit for prior training only those prior units that are required for the student’s current objective at Gavilan College.

Students having questions pertaining to eligibility for benefits, application procedures and other veteran matters should contact the Veteran Certifying official in the Financial Aid Office (SC124) or call 408-848-4734.
Support Services
The Disability Resource Center (DRC) provides a variety of services to equalize educational opportunities for students with temporary or permanent disabilities.

Services:
- Academic Advising
- Career and Vocational Counseling
- College Campus Orientation
- Specialized Tutoring
- Four-year College Transfer Assistance
- Job Training and Placement
- Learning Skills Evaluation
- Liaison with the State Department of Rehabilitation
- Mobility Assistance
- Note-takers
- Referral Services
- Registration Assistance
- Sign Language Interpreters
- Real-Time Captioning
- Support Classes
- Test Taking Facilitation
- Assistive Computer Technology Training
- Alternate Media Services.

Bilingual (English/Spanish) staff members are available
The DRC Office is located in Library 117, at 848-4865, the DRC Counselor is available at 852-2837, TTY 846-4924.

Accessibility
Gavilan College is an accessible campus that includes the classroom buildings, the administrative building, the library, the gymnasium, and the student center. Ramps provide access to upper and lower malls. Mobility assistance can be provided for students with verified physical limitations. Designated parking spaces are available for people with disabilities who display a stated-issued placard.

Classes and Programs:

Adapted Physical Education
Fitness programs are specifically designed for students with physical disabilities in order to improve flexibility and range of motion, increase joint movement, improve circulation and improve control of body movement.
Learning Skills Evaluation:
This course provides an evaluation of the students' cognitive/perceptual abilities and basic skills academic achievement. The evaluation results are used to determine the students' eligibility for Learning Disabilities Services, to develop individual educational plans, and/or to improve the students' understanding of their own learning strengths and weaknesses. The evaluation is conducted on a one-to-one basis by appointment. Students receive skills training to assist them with their learning difficulties. Learning skills strategies and support classes are offered to students with verified learning disabilities.

Career Prep
This program is offered on campus for the high school special education class graduate or equivalent who may require additional specialized instruction for training for appropriate entry-level employment. Practical vocational preparation and maximum independence skills are emphasized in a series of classes designed for individualized progress.

Vocational Skill Development for Adults with Developmental Disabilities
This program is designed to provide training in social development and vocational skills through various activities. Students progress through classes at their individual rates of achievement. In addition to vocational goals the program seeks to promote in each student self-reliance in the activities of daily living so that he or she may assume a more independent role in or out of the supervised home. Classes are offered at the HOPE services facility in Gilroy and Hollister in conjunction with a work activity/supported employment program.

EOOPS (Extended Opportunity Programs and Services)
EOOPS is a support service program which increases access, retention, and transfer of students with economic, social, and educational challenges. To be eligible for EOOPS, students must demonstrate a financial and educational need, and be enrolled in at least 12 units. The following services are available to EOOPS students:

- Orientation
- Counseling services
- Book Vouchers and the Textbook Lending Library
- Early registration
- Outreach
- Student Success Workshops
- Career Information
- EOOPS Club

The EOOPS Office located in Library 101, at 848-4740.
Puente Program (Bridge to Success)

The mission of the Puente Program is to increase the number of educationally underserved students who plan to transfer to four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. Research indicates that Puente students transfer at a high rate and succeed academically. The program is open to all students. The Puente counselor is located in Student Center 102, at 848-4807.

English Instruction: Puente students take two consecutive writing classes, English 250 (Practical Writing) and English 1A (Composition). These classes provide a supportive and stimulating environment to build confidence in writing skills through an exploration of the Mexican American/Latino literature experience.

Counseling: Puente students work closely with their Puente counselor until they graduate, exploring career options, developing an academic educational plan and identifying lifetime goals. Students visit University of California and California State University campuses and attend an annual Puente student transfer conference. All Puente students are also required to enroll in “Guidance 6 (Life Skills for Higher Education) and Guidance 1 (Self-Assessment and Career Development).

Mentoring: Each Puente student is matched with a mentor from the business or professional community. Mentors share their personal, academic and career experiences and provide a window into “real-life” work environments. The network of trained Puente mentors provides many resources for the Puente students, their families, their colleges and their communities.

Intercollegiate Athletics

Intercollegiate Athletics is an integral part of the community college program. In a positive environment, it serves as a way to showcase the diverse, talented group of young men and women that daily give their all to represent the college both athletically and academically.

As they balance the rigors of academia and athletics, student-athletes must maintain the minimum qualifications for eligibility. Within these minimum requirements, they must be enrolled and attending a minimum of 12 units and maintain a minimum 2.0 grade point average. Failure to do so means immediate disqualification from participation and competition.

During the year, a number of student-athletes will be representing Gavilan College at various athletic competitions and activities. There will be times when teams need to leave Gilroy early to ensure proper travel time. As a result, some student-athletes will need to miss class.

In the event they are not able to attend class due to team competition, it will be up to each student-athlete to properly notify each of their
instructors, in advance, of their absence. Each student-athlete is responsible for making up all academic requirements for their classes. We hope that you will give them every consideration to do so.

At the beginning of each semester, instructors will be provided with a team roster and a schedule for the entire season. In the event that a student-athlete does not travel, it is their responsibility to attend class. Should a problem arise, please contact the head coach and/or the Director of Athletics as soon as possible.

Due to the eligibility requirements set by the college, the Coast Conference, and the California Community College Athletic Association, the Athletic Department will be requesting academic progress checks on each of our student-athletes throughout the semester. Instructors are encouraged to take the time to fill out the requested information. This will benefit the student-athlete and at the same time, identify any problem areas early on.

The success of our student-athletes on and off the field of competition is everyone’s success. Everyone plays a major role in their accomplishments. Thank you for supporting them as they represent Gavilan College with pride, determination, and purpose. The Department of Kinesiology and Athletics is located in the gym. For more information, please contact us at 408-848-4876. GO RAMS!

MESA
(Mathematics, Engineering and Science Achievement Program)

The MESA Undergraduate Program is a partnership between the University of California (UC) and the California Community College Chancellor’s Office. The program provides academic support services to qualified students who are majoring in math-based fields and who plan to transfer to four-year universities. Open to all eligible students, MESA emphasizes participation by educationally underserved students. MESA provides a study center, academic excellence workshops, trips to universities, academic advising, and workshops. The MESA office is located in PH 105 and can be reached at 848-4887.

Outreach and Recruitment Services

Outreach and Recruitment services are designed to familiarize the community with the variety of programs and services available at Gavilan College. We will schedule tours of the campus or visits to a specific department, or provide information on academic, vocational and transfer opportunities. Outreach and Recruitment will also arrange for representatives from Gavilan to make presentations at your school or event.

For further information or to schedule a workshop, presentation or tour, please contact Outreach Services at outreach@gavilan.edu or call (408) 846-4993. Office location: Student Success Center, PB11.
**Student Activities Office**

The student Activities Office supports the student government association at the college. This office also provides support for clubs and organizations and the faculty and staff who serve as advisors to these groups. This office also provides for cultural, social and co-curricular programming for the entire student body. Contact the office at 408-848-2849 or visit the office in SC 161.

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**Student Health Services**

Gavilan College provides a full-time faculty/college nurse who provides health services, health information, health education events, health counseling and referrals in a quiet, confidential setting.

Students receive confidential, personal health counseling for a variety of health concerns. Health Services provides first aid treatment, blood pressure screening, tuberculin skin testing for students, HIV testing referrals, condoms and over-the-counter medications such as aspirin. Pamphlets and classes are available on nutrition, hepatitis, stress management, AIDS, suicide and other health topics. Health information is provided in small group settings. Referrals for health conditions including alcohol and drug intervention are available. Health Services provides first aid kits throughout the campus and at the satellite sites, responds as a member of a team to campus emergencies on the main campus and provides information regarding outside health insurance for the college student.

Health Services is a comprehensive “one stop” center for a variety of health services located in the Admissions Building (SC 118.) Services are free and available Monday - Friday on the main campus in Gilroy. For additional information call 408-848-4791.

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**Student Welcome Center**

The Student Welcome Center is an open lab staffed by trained peer mentors who can assist students with general questions about the college and the registration and matriculation processes. There are three open use computers in the center where students can check grades, register for classes, update information, complete financial aid requirements, check the status of various transactions, or get assistance with one of these activities. Visit the Student Welcome Center in SC 107A.

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**Transfer Institute**

The Transfer Institute (TI) is a selective program designed for students who want to transfer to a public or private university in two to three years. Recent high school graduates who are academically prepared for college level work and students with placement in college level English and Math 233 are eligible.

The Transfer Institute will guide the student through the transfer process in the most efficient and effective means possible.
As part of the Transfer Institute, students will save time and money by completing the freshman and sophomore years at Gavilan College. Students will also meet and get to know other students who share their goals and ambitions.

Transfer Institute students receive:
- a dedicated counselor to guide and monitor you through the transfer process
- pre-transfer events and activities with four-year universities
- access to activities designed to ensure your success at Gavilan College
- assistance with the identification of and preparation for a college major.

Contact the Counseling Department for additional information at 848-4723, or the Career/Transfer Center at 848-4818.

TRIO Program

The TRIO Student Support Services Program is funded by the Department of Education to specifically identify and support students who fit one of the following criteria: “first generation” college student, low income, or students with verified disabilities. TRIO provides additional services such as TRIO Grants, academic counseling, laptop and calculator lending, free copying and printing, cultural and social activities, and university visits.

TRIO is committed to increasing students’ success in math and English courses and creating a “sense of place” for those who sometimes feel isolated and disconnected during their college experience. The TRIO Program office is located in Library 109 (LI109), or can be reached by calling 408-846-4981.

Tutoring Services

The Tutoring Center + Computer Place is a place where students with diverse academic needs gather together to receive learning assistance. The basic philosophy of the Tutoring Center and Computer Place is to assist students in the improvement of their learning skills. This is accomplished by providing students with an opportunity to discuss processes and concepts, share ideas, give examples, practice, and summarize their findings in a collaborative environment. The goal of the Tutoring Center and Computer Place is to guide students to independent learning. Tutoring services are free to all Gavilan students.

The Tutoring Center is located in room L116 in the library building. The phone is (408) 848-4838, the Computer Place is in LI 168 (408) 848-4729. Gary Cribb, Learning Resource Center Instructor is the instructor of record.
# Regularly Scheduled Meetings

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<th>MEETING</th>
<th>WEEKLY</th>
<th>BI-MO.</th>
<th>MONTHLY</th>
<th>DAY</th>
<th>TIME</th>
<th>LOCATIONS VARY (CHECK WITH COMMITTEE CHAIR)</th>
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<td>TUESDAY</td>
<td>3:00 – 5:00PM</td>
<td>Mayock House</td>
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<td><strong>ADMINISTRATIVE COUNCIL</strong></td>
<td>2&lt;sup&gt;ND&lt;/sup&gt; &amp; 4&lt;sup&gt;TH&lt;/sup&gt;</td>
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<td></td>
<td>TUESDAY</td>
<td>9:00 - 10:30AM</td>
<td>HRC 101</td>
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<td><strong>ASB – STUDENT SENATE</strong></td>
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<td>TUESDAY</td>
<td>9:45-11:05AM</td>
<td>North Lounge</td>
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<td><strong>BUDGET</strong></td>
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<td>MEETS EVERY OTHER MONTH – CHECK WITH COMMITTEE CHAIR</td>
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<td><strong>CABINET</strong></td>
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<td>MONDAY</td>
<td>9:30 - 11:30AM</td>
<td>President’s Office</td>
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<td><strong>COUNSELOR MEETINGS</strong></td>
<td>2&lt;sup&gt;ND&lt;/sup&gt; &amp; 4&lt;sup&gt;TH&lt;/sup&gt;</td>
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<td>THURSDAY</td>
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<td><strong>CURRICULUM COMMITTEE</strong></td>
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<td>MONDAY</td>
<td>3:00 – 4:30PM</td>
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<td><strong>DEAN’S COUNCIL</strong></td>
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<td>THURSDAY</td>
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<td>Mayock House</td>
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<td><strong>DEPARTMENT CHAIRS</strong></td>
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<td>MONDAY</td>
<td>2:30 - 4:00PM</td>
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<td><strong>DISTANCE EDUCATION COMMITTEE</strong></td>
<td>1&lt;sup&gt;ST&lt;/sup&gt; &amp; 3&lt;sup&gt;RD&lt;/sup&gt;</td>
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<td>THURSDAY</td>
<td>2:00 – 3:00 PM</td>
<td>The Learning Center</td>
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<tr>
<td><strong>DISTRICT TECHNOLOGY COMMITTEE</strong></td>
<td>2&lt;sup&gt;ND&lt;/sup&gt;</td>
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<td>THURSDAY</td>
<td>1:15 – 2:30 PM</td>
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<td><strong>EQUAL OPPORTUNITY ADVISORY</strong></td>
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<td>MEETS BIANNUALLY – CHECK WITH COMMITTEE CHAIR</td>
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<td><strong>HEALTH &amp; SAFETY/FAC. &amp; GROUNDS</strong></td>
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<td><strong>INSTITUTIONAL EFFECTIVENESS</strong></td>
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<td><strong>LEARNING COUNCIL</strong></td>
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<td><strong>MANAGERS</strong></td>
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<td>WEDNESDAY</td>
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<tr>
<td><strong>PRESIDENT’S COUNCIL</strong></td>
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<td>WEDNESDAY</td>
<td>4:00 - 5:00PM</td>
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<td><strong>STAFF DEV. COMMITTEE (FACULTY)</strong></td>
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<td><strong>STUDENT SERVICES COUNCIL</strong></td>
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