

Foothill College

Part-Time Faculty Resource Booklet



*January 2012: Revised January 2014
(When outdated, please discard)*

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Learn About Foothill

Foothill History

Founding Date: *Jan. 15, 1957*
Foothill College Opening: *Sept. 5, 1961*

First Classes Offered: *Sept. 15, 1958*
Campus Size: *122 acres*

In July of 1956, Henry M. Gunn, superintendent of Schools in Palo Alto, called a meeting of neighboring schools superintendents and board members to discuss the idea of forming a junior college. In January 1957, an interim Board of Trustees was appointed, and in March 1958, Calvin C. Flint was chosen as the first superintendent to head up the new district.

Flint's idea was to build a community college that would define a new level of quality and innovation within the community college system. After receiving voter approval for a \$10.4 million bond May 20, 1958, Flint began working with renown architects Ernest J. Kump of Palo Alto, and Masten & Hurd of San Francisco. Flint was quoted as saying, "The college must convey an atmosphere of its being friendly, personalized and informal. Offices of faculty, counselors and administrators must be readily accessible to students." The campus received accolades and awards from around the nation. In 1962 *Time Magazine* said, "Starting from scratch, Flint has already made Foothill a mountaintop among U.S. junior colleges—the fastest growing segment of U.S. Higher Education." In 1980, the campus received a Special Commendation from the same group for "excellence in design that has stood the test of time."

campus opening 1961



Foothill Facts

Enrollment Data

Average class size: 27 Students
Enrollment: 16,500 (Fall Quarter 2011)
Demographic details: research.fhda.edu/factbook/factbook

Faculty Data (2010)

Full-Time Faculty 202
Part-Time Faculty 358

Program Data

Associate Degree Programs: 79
Specialty Certificate Programs: 107

Staff, Student, Community Resources (see campus map or Foothill website)

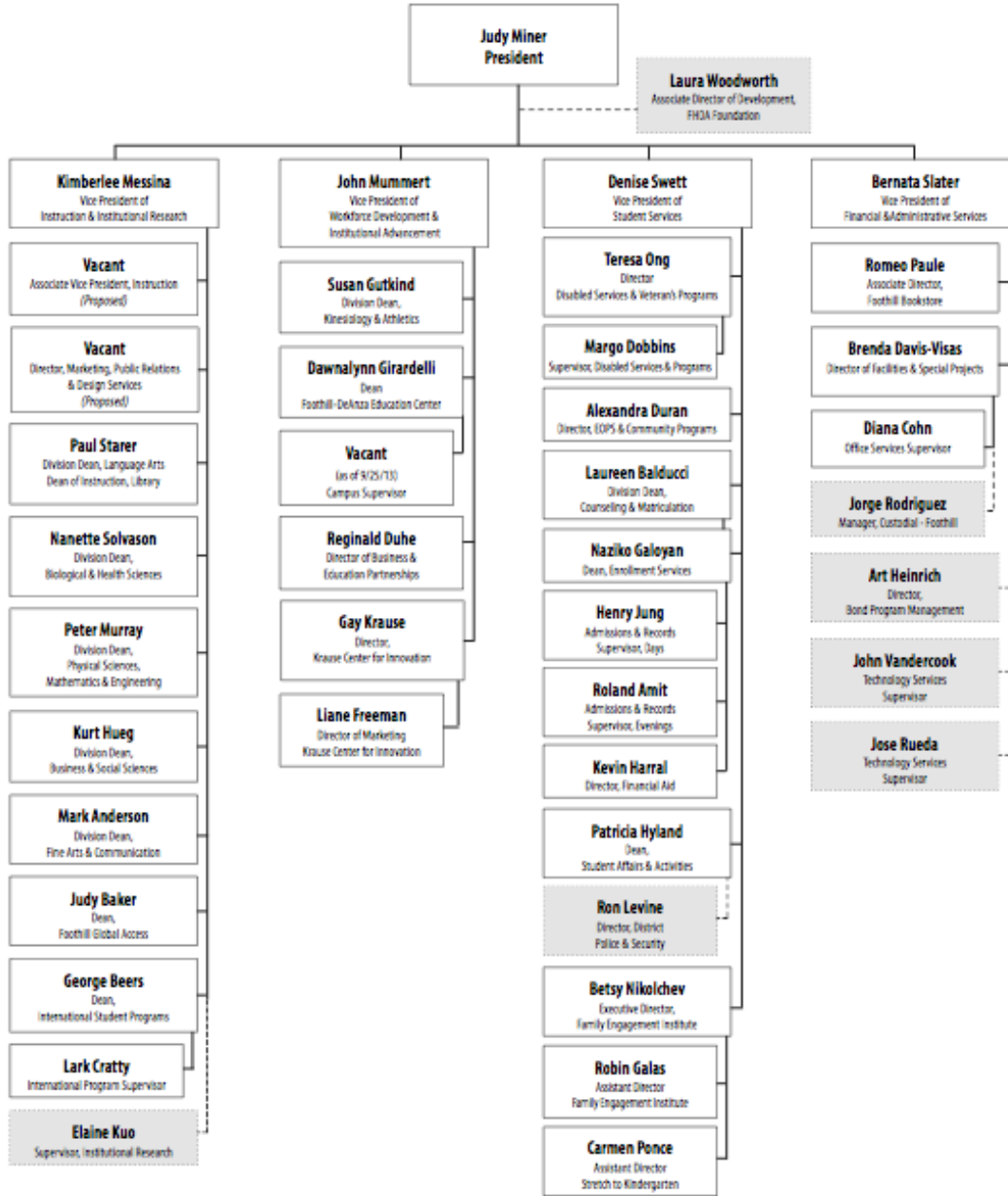
Apprenticeship Programs, Athletics (Owls), Bamboo Garden & Azumaya Meditation Pavilion, Career Services, Dental Health Clinic, Disability Resources, EOPS Tutorial Center, Family Engagement Institute, Fine Arts IDEA Center, Football Stadium and All-Weather Track, Health Services, Hub (Middlefield Campus Services/computer lab), Internship Program, Japanese Cultural Center, Krause Center for Innovation, Language Arts Teaching/Learning Center, Library, Media Center, Observatory, Physical Sciences, Math, Engineering (PSME) Center, Pool (Olympic-Size), Softball/Soccer Field, Student Clubs, Theater (Robert C. Smithwick), Veterans Resource Center, Wellness Center, Workforce Development Program

Publications

The Heights Online Newsletter (foothill.edu/news/index)
The Heights Online Archives (foothill.edu/news/heightsarch)
Foothill Fusion (via email-- subscribe at foothill.edu/news/index)
Sustainability Newsletter (foothill.edu/sustainability)

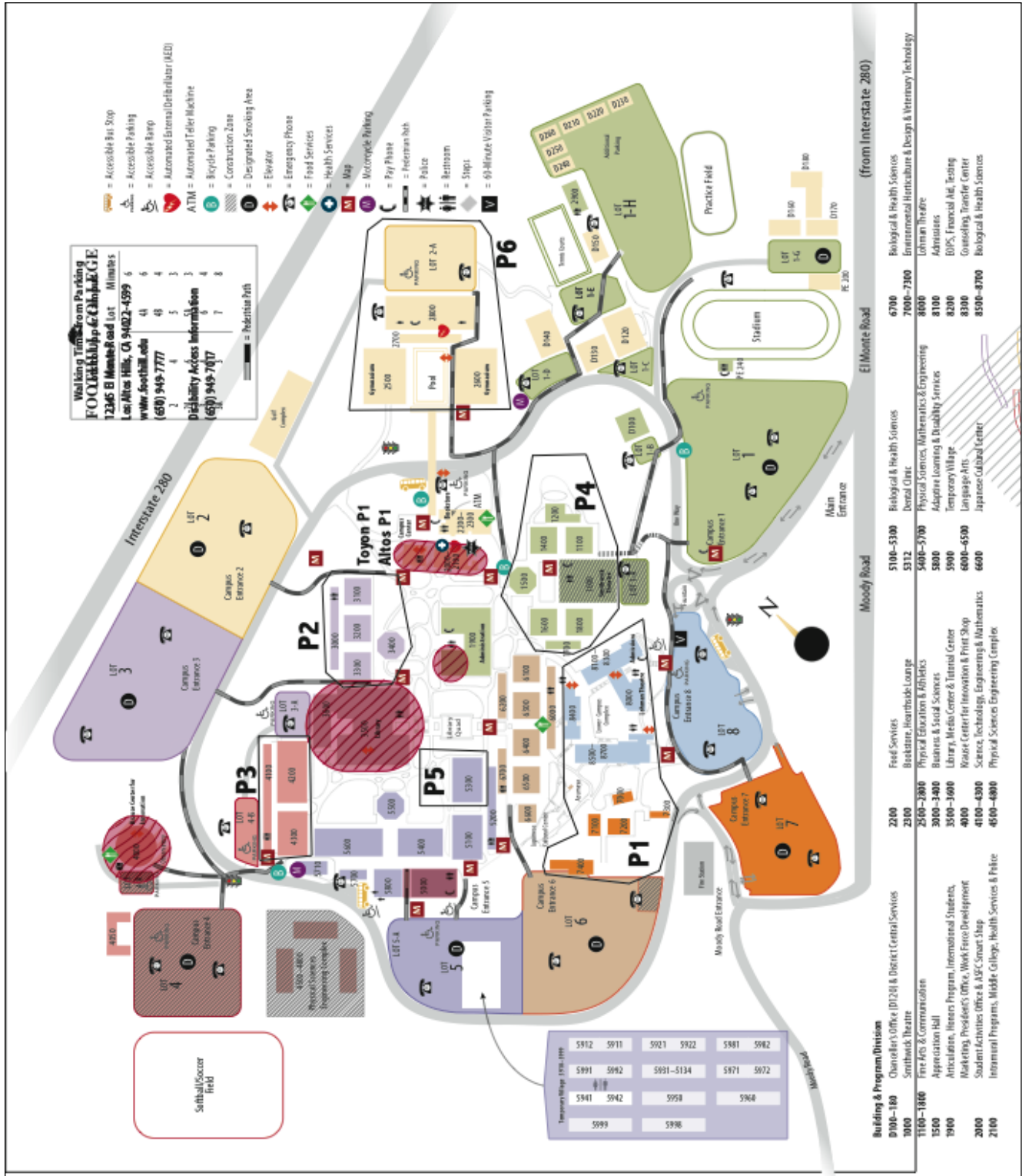
Foothill Organizational Chart

FOOTHILL COLLEGE
2013-2014
Administrative Reporting Structure



----- Indicates liaison function
August 26, 2013

Campus Map
 available with "zoom" feature: foothill.edu/news/maps.php



General Information (alphabetical by topic)

The "Agreement"

This term is the short name for the 300+ page CBA (collective bargaining agreement) negotiated between the Faculty Association (FA) and the Foothill-De Anza Community College District (District) regarding faculty working conditions (load, schedule, assignments, leaves, sabbaticals, evaluations, etc.); compensation (salary, health benefits, etc.); and job status (full/part-time, layoff procedures, etc.). Part-time faculty are encouraged to become familiar with the provisions in *Article 7-Part-time Faculty* (see end of this booklet). The entire *Agreement* is available on the FA website: fa.fhda.edu.

Assignments for Part-Time Faculty

Part-time faculty may teach PER YEAR up to 67% of a full-time annual load (.67 maximum) and PER QUARTER up to 45% of a full-time annual load (.45 maximum). The number of assignments per year and per quarter varies depending on the typical load factor of courses in a division. For example, for courses loaded at .1, part-time faculty may request up to 6 courses per year and up to 4 courses in a particular quarter. Note that typically, "an assignment" for teaching faculty is 4-lecture hours/wk or equivalent and for non-teaching faculty 3-5 hrs per week.

Assignment Request

Prior to each quarter, or yearly, part-time faculty with re-employment preference (aka "REP"--see Article 7.9 at end of booklet) must submit a written schedule request by the stated-posted or emailed-division schedule request deadline (most divisions have a created a form that is given to all faculty for this purpose). By contract (*Article 7.2*), the written request must contain two items. First is the "Assignment Request," which is the number of assignments requested for a particular quarter (0,1,2,3,4) based on load factor (see above); it is binding on both the faculty member and district, subject to availability. The other item is the "Assignment Preferences," which are preferred courses, times, days, mode, etc. These are not guaranteed and not the only assignments that may be offered, but they are considered in developing a schedule. **NOTE: Submitting this information late will result in both Requests and Preferences being subject to availability of remaining (unfilled) assignments. Not submitting this information is interpreted as a request for "no assignment" for that quarter.**

Calendar (Academic)

The academic year calendar is 175 days, including 4 staff development days (2 prior to start of each Fall Quarter and 2 optional days during the year). See *Appendix H* of the *Agreement* (fa.fhda.edu).

Classroom / Classroom Key

All classrooms are initially assigned by division deans; any changes must be negotiated via the division office. After being hired, part-time faculty should receive a form for an F40 classroom key (fits all "regular" classrooms) in their administration or division mailbox.

Communications

Email/Calendar: All faculty are issued District email via Outlook Web Application (OWA) with accompanying OWA Calendar; call ETS (408.864.8324) to activate/set-up account. *NOTE: it is very important to set up this account and check both email and calendar on a regular basis: all district and division emails are now sent only to the "FHDA" address; faculty can forward FHDA email to a private account (see ETS website).*

FAX: Machines are available in division offices throughout the campus.

Mail: Mailboxes are provided to part-time faculty in the Administration Building and in some division offices.

Telephone: Through their division, part-time faculty are given a voicemail inbox, into which students can leave messages 24/7; faculty can check this box from any location by calling Voicemail (650.949.7999) and entering their box code. For instructions: ets.fhda.edu/call_center/phones.

Websites: Foothill College (foothill.edu) and the District (fhda.edu) have extensive information on the web. Each division also has its own website with information and resources for faculty.

Computers

Part-time faculty usually have access to computers/printers in the division office or designated faculty office area.

Constituency Groups

• **Academic Senate:** the representative of all faculty, full-and part-time, for academic and professional matters falling under primary reliance or joint development. *Primary Reliance* encompasses curriculum, program and general education requirements, degrees and certificates, grading policies, standards regarding student preparation and success, and faculty professional development activities. *Joint Development* encompasses units for degrees, educational program development, governance structures as related to faculty roles, faculty involvement in accreditation, program review polices, institutional planning and budget development processes. Membership includes full-time faculty from each division/service area and part-time faculty. Foothill faculty are kept informed about Academic Senate matters via email from their division/service area representative and the webpage: foothill.edu/senate/index.php.

• **Faculty Association (FA):** the sole collective bargaining unit for all faculty in regards to working conditions, job status, and compensation. Part-time faculty are encouraged to become familiar with *Article 7 Part-Time Faculty* in the *2013-16 Agreement*, as well as other relevant articles, to learn about their benefits, rights, responsibilities. The FA office (650.949.7544, second floor District Annex D140) is on the Foothill campus near the District offices. To keep faculty informed on important issues, FA publishes a monthly newsletter (*FA News*), delivered to faculty mailroom mailboxes, and maintains a website (fa.fhda.edu).

CWID / Portal Password

Your CWID [Campus-Wide-Identification] is your employee identification number (do NOT use your social security number on any forms). The CWID is to be used on all documents that require an employee ID, e.g., the leave report form. If you have previously been employed or a student at the District, you have a CWID; it can be found on your paystub/enrollment documents. If new to the District, at the campus personnel office, you will be asked to fill out numerous forms. When that data is entered into the district employment system, a CWID is automatically generated for you. Campus personnel sends the CWID to your division. If you don't have a CWID, check with your division dean/assistant first, then campus personnel (Gigi Gallagher). Once you have a CWID, you can log on to MyPortal (see "Using MyPortal") and use it on all FHDA forms.

Evening College Services

The Evening College Office provides services to faculty and students (foothill.edu/eve).

Health Services

The Health Services office, room 2126 first floor of the Campus Center (x 7243), offers over-the-counter products and medicines, including band-aids, pain relievers, cold, allergy and upset stomach medicines; TB testing and flu shots; and helps faculty track weight, blood pressure, and more.

Leave of Absence

Part-time faculty earn or may be eligible for several kinds of leave: personal (1 day/qtr), sick (2 days/qtr), bereavement, family medical, State Disability Insurance (SDI), unpaid, jury duty, etc. (see *Article 16* of the *Agreement*). NOTE: all faculty are required to both notify the division dean of any absence and submit a leave report; the required form is filled out and submitted in MyPortal.

Lost and Found

Articles left by students or staff should be taken to the Police office (x 7313), located on the bottom floor of the Campus Center next to Health Services; check there for lost items.

Office Location and Hours

Office space locations for part-time faculty are allocated by the division, either in a general staff room or in individual faculty offices. Part-time faculty may sign up for one paid office hour per week by filling out a form, *Appendix S2* available to download in MyPortal at the time an assignment contract is issued; the form must be returned to the division assistant by the contractual deadline (see *Article 7*).

Parking

Parking permits are required seven days a week from 7 a.m. to 10 p.m. Staff parking permits, which are issued by the campus Police Department, are required for all staff spaces (see campus map). For a courtesy parking permit for faculty or a guest, contact the campus Police office (x 7313).

Photocopying/Copies of Class Materials

Faculty should receive an ID code to use the photocopier in the division office (with a quarterly limit on the number of copies allowed); check with the division assistant or dean on copying policies. For "large" jobs, faculty can request to use Quick Copy services, which require a form authorized by the dean. Faculty can also submit class materials/handouts to the ASFC Smart Shop (campus center, room 2016) for students to purchase, or, on the faculty webpage, post pdfs for students to download.

Police / Emergency Services

Emergency: call 911 (goes to off-campus police/sheriff)

Non-Emergency: call x 7313

Campus police provide emergency and other services:

- upon phone request, provide escort to car after dark.
- maintain a lost and found service for misplaced items.
- help write a police report in the event of theft or car accident.
- open car with key locked inside
- jump-start dead car batteries.

Staff Cards

A staff card entitles faculty to free admission to athletic events, library use, a parking decal, and more. With employee verification (copy of contract, FHDA email address), faculty can get a Foothill ID at the ASFC Smart Shop (campus center, room 2016). Foothill College business cards are available at foothill.edu/staff/card.order.

The 2013-2016 Agreement



Back in 1977, the original FA-District contract was a mere 8 pages. Now at 316 pages, the *2013-16 Agreement* covers the working conditions, status (e.g., part-time, reduced contract), and compensation the FA and the District have mutually agreed to through collective bargaining. It is available on the web to read, search, or download in its entirety or by individual article/appendix from the FA website (fa.fhda.edu) and as an entire PDF on the District webpage (hr.fhda.edu/personnel/faculty).

Each Article (1 through 39) deals with a different area. Each Appendix (A through X) contains frequently revised language (e.g., calendars) plus all of the negotiated forms and applications (e.g., *Appendix J2* student evaluation forms). A number of narrowly focused Memoranda of Understanding (MOUs) clarify a particular article provision for certain faculty. All faculty are advised to become familiar with at least these articles:

Article 6—Evaluation
Article 9—Load and Class Size
Article 10—Hours and Scheduling
Article 16—Leaves
Articles 22/22A—Paid Benefits.

New part-time faculty should know all provisions in *Article 7—Part-Time Faculty*, with particular attention paid to reemployment preference (REP). A quick perusal of the Table of Contents provides a useful overview of the *Agreement*:

<i>Article 1 General Provisions</i>	<i>Article 14 Travel Expenses</i>	<i>Article 26 Summer Session</i>
<i>Article 2 Effect of Agreement</i>	<i>Article 15 Reduction in Force</i>	<i>Article 27 Calendar</i>
<i>Article 3 Association Rights</i>	<i>Article 16 Leaves</i>	<i>Article 28 Nondiscrimination</i>
<i>Article 4 Organizational Security</i>	<i>Article 17 Prof. Dev. Leave</i>	<i>Article 29 Contract Review</i>
<i>Article 5 Grievance</i>	<i>Article 18 Reduced Workload</i>	<i>Article 30 Resignation/Retirement</i>
<i>Article 6 Evaluation</i>	<i>Article 19 Emeritus Program</i>	<i>Article 31 Reprimand of Faculty</i>
<i>Article 6A Eval of Probationary Faculty</i>	<i>Article 20 Early Notice Incentive</i>	<i>Article 32 Duration</i>
<i>Article 7 Part-Time Faculty</i>	<i>Article 21 Post-Retirement</i>	<i>Article 33 Non-Credit (Audit)</i>
<i>Article 8 Personnel File</i>	<i>Article 22 Benefits</i>	<i>Article 34 Distance Learning</i>
<i>Article 9 Load/Class Size</i>	<i>Article 22A Benefits for PT Faculty</i>	<i>Article 35 Training/Re-Training</i>
<i>Article 10 Hours/Scheduling</i>	<i>Article 23 Benefits for Retired Faculty</i>	<i>Article 36 Conference Fund</i>
<i>Article 11 Class Cancellation</i>	<i>Article 23A -for RF hired after 1997</i>	<i>Article 37 Contract Education</i>
<i>Article 12 Reassignment</i>	<i>Article 24 Salaries</i>	<i>Article 38 PAA</i>
<i>Article 13 Transfer</i>	<i>Article 25 Special Assignments</i>	<i>Article 39 Intellectual Property</i>

For clarification of contract language/provisions or for conciliation of disputes with management on contract language/provisions, contact the FA office (650.949.7544) or the campus conciliator (see FA website).

The full text of *Article 7 Part-Time Faculty* is provided at the end of this booklet.

Pay Matters



Before the Quarter Begins

- After being hired, check that all information, especially relating to salary, in your campus personnel file is accurate, for example, educational qualifications and initial placement on the salary schedule. Faculty are responsible for keeping their personnel files up-to-date by submitting relevant information (advanced degrees, publications, honors) as well as changes in address and telephone number. Contact Gigi Gallagher (gallaghergigi@foothill.edu, 650.49.7454) with questions. Faculty can review the items in their campus personnel file at any time.
- When reviewing your Assignment Contract(s) in MyPortal, note the pay and load factor; any questions should be directed immediately to your dean.

Assignment(s)

- Assignment Contracts are offered only online in MyPortal. Faculty should receive an email when the contract is posted. (Note: a division or department draft schedule of classes is **not** an official offer of an assignment; such schedules can change up to the official contracts being posted in MyPortal).
- Faculty must accept or decline a contract offer within 10 days unless an extension has been requested and granted. If a contract has not been responded to by the deadline, the assignment may be offered to another faculty member.
- State law requires part-time community college instructors to work no more than 67% of a full-time load per year. The maximum quarterly load is 45% of a full-time annual load. Note: summer session is not included in yearly load.
- Ordinarily classes with fewer than 20 students will be cancelled; part-time faculty can be 'bumped' if the assignment is needed to complete the load of full-time faculty (see *Article 7*).

Salary

All paychecks are electronically deposited to the institution of choice on the last working day of each month. The salary is noted on your Assignment Contract in MyPortal. See the *Agreement* or *FA* website (fa.fhda.edu) for the current part-time instructor salary schedules. Pay is calculated according to a part-time faculty member's column and step placement: multiply course load factor times appropriate step/column on appropriate appendix. Example:

$$\begin{aligned} \text{Appendix} &= \text{C, course} = .125, \text{Column} = 3, \text{Step} = 5 \\ .125 \times 52160.56 &= 6,520.07 \text{ total for the course} && \text{(see next page for how to read paystub)} \\ 6,520.07 \div 3 &= 2,173.36 \text{ total per month} \end{aligned}$$

Withholding for Retirement

State law mandates that, if part-time faculty work more than 60 hours in any one month, retirement must be deducted from their paycheck. After the first deduction, regardless of how many hours subsequently worked in a month, retirement will be withheld automatically. Once no longer working in the district, faculty can file a request for refund with the State through the District Office.

Dues for Representation by FA / Senate

The Faculty Association (FA) is an independent district-wide union representing all faculty members in matters of salary and all other conditions of employment. When hired, you automatically begin to be represented by FA, and receive its services (e.g., negotiations for salary, teaching load). Membership in FA is optional, but paying a service fee for representation is not. If you choose to become a member, dues are \$12.50/quarter for anyone earning over \$200. If you choose not to become a member, a service fee of \$12.50/quarter is still charged. Paying dues or a service fee is a condition of employment. The usual method of payment is payroll deduction. Senate dues for faculty, both full- and part-time, are voluntary: \$6/month for full-time, \$3/month for part-time. Faculty can authorize a payroll deduction or submit to Senate a check for an entire year.

Paid Leave

Part-time faculty receive 2 paid absences per quarter for illness/injury (sick leave) and 1 paid absence per quarter for personal leave (see *Articles 7, 16*).

Paid Flex Days:

Part-time faculty who attend the Fall Quarter College Flex day are compensated at a fixed rate of one hundred dollars (see *Article 27*). Part-time faculty may take three additional paid faculty flex days. At their own discretion and with the prior approval of the dean, faculty may schedule a flex day on the school day they designate. A faculty flex day is 4-6 hours of professional growth activity in lieu of a day of instructional service: 1 Faculty Professional Development Day may be utilized at any time in the academic year for the purpose of professional growth activities including conferences and workshops. Two "Faculty Conference Days" may be utilized during the academic year for the purpose of attending a conference or workshop, or planned campus activity determined through mutual agreement of the participating faculty and appropriate administrator.

Pay Stub:

HOW TO READ YOUR PAY STUB



FOOTHILL-DE ANZA
Community College District

DIRECT DEPOSIT ADVISE

ISSUE DATE **4**
NET PAY **5**

Name: 1				District Paid Benefits 2				Federal 3			State			Voucher Number 5	
ID: 1								S/M	Exempt		Addtl	S/M	Exempt	Addtl	
Gross Pay				Tax Withheld				Current			Year To Day			Issue Date	
Description	Hours	Current Amt	YTD Amount					Gross	Taxes		Gross	Taxes		Period End	
OFFICE HR PAY	6			MQFE										8	
COLA RETRO				FED										Vac Limit	
P/T FACULTY				STATE											
SICK LV PT FAC															
SUMMER PAY															
FACULTY PAY ADJUST															
OPENING DAY PAY															
				Total Current Tax				0.00							
				Leaves	Beg Bal	Earned	Used	End Bal		Description	Current	Year To Day			
				PRSNL						STRS					
				PT SL						FA DUES PT					
				SU SL						IC DELTA					
										403 (B) TSA					
				P-T/Overload	Hours	Current Amount									
Gross Earnings				Total P/T Overload							Total Deductions			NET PAY 12	

Message:

EMPLOYEES MAY SELECT UP TO 2 CHECKING AND 2 SAVINGS ON DIRECT DEPOSIT. CONTACT PAYROLL 650-949-5115 **13**

- Name and Employee ID#:** Be sure to use this ID# on all correspondence. Social Security numbers are no longer used.
- District Paid Benefits:** This total includes retirement, FICA, MQFE, and Medical.
- Federal and State Withholding:** Shows marital status, exemptions, and additional withholdings.
- Issue Date/ Net Pay:** Date warrant or voucher was issued and net pay advice.
- Voucher Number:** Indicates warrant or direct deposit number assigned to your pay stub.
- Gross Pay:** Listed by pay code description, this area shows hours earned for each pay code and both current and year to date earnings.
- Tax Withheld:** Taxable gross earnings and tax withholding for current month and calendar year to date.
- Period End:** Payroll period ending date.
- Leaves:** Beginning balances of all leaves equals the ending balances of the previous month. Summer sick leave and personal leave do not accrue.
 PRSNL = Personal Necessity Leave (accrues quarter to quarter, but not year to year)
 PT SL = Part-Time Sick Leave (accrues from quarter to quarter and year to year)
 SU SL = Summer Sick Leave (does not accrue)
- Deductions:** Includes all mandatory (e.g., STRS, FA Dues) and voluntary deductions (e.g., TSA, Delta Dental) for current period and year to date.
- P-T & Overload:** An itemized breakdown showing part-time and overload pay by hours and amount.
- Net Pay:** Should be equal to Gross Pay less Taxes and Deductions
- Message:** Provides useful information on a variety of matters.

HOW TO CALCULATE PAY FOR A COURSE: Load Factor x Step and Column (Appendix C). Paid out in three monthly installments.

Example: If the course you are teaching has a load factor of .125 and you are on Step 5 / Column 3

$$.125 \times 52160.56 = 6,520.07 \text{ total for the course}$$

$$6,520.07 \div 3 = 2,173.36 \text{ total per month}$$

Prepare to Teach

The Official Course Outline of Record (CoR)



In preparing to teach a course, the most important document for faculty to have is the official Course Outline of Record (CoR). This document details the subjects to be covered in a particular course and the skills students are to master to pass the class.

Every course has a CoR, which has been discussed and approved by the department faculty and both division and campus curriculum committees. Faculty should note that, even for a "standard" community college course, e.g., English 1A, the CoR at one college may differ significantly from the CoR at another college. Faculty have academic freedom rights (to determine the content, pedagogy, methods of instruction, the selection, planning and presentation of course materials, and the fair and equitable methods of assessment in their assignments), but these decisions must be **in accordance with the approved curriculum and course outline.**

At Foothill, all CoRs include the following numbered items:

- Header: title, units, type of contact hours, repeatability, course status, articulation, seat count, load factor, distance learning approval
- 1. Description (what appears in the official College Catalog)
- 2. Course Objectives
- 3. Special facilities and/or Equipment
- 4. Course Content-Body of Knowledge (5. Repeatability moved to header)
- 6. Methods of Evaluation
- 7. Representative Texts *
- 8. Disciplines
- 9. Method of Instruction-Course Type
- 10. Lab Content (11. Honors Description moved to #1)
- 12. Examples of Required Reading and Writing and Outside Assignments
- 13. Needs/Justification

** For some sequential courses in many divisions, a text has been approved by the department in order to assure standards and to limit textbook costs for students.*

In order to assure students are being taught the same information in each section of a particular course, especially for sequential courses, and because faculty will be evaluated on their effectiveness of teaching the course content, faculty should design their course material based on the CoR. These are available to view/print at

foothill.edu/cms/outline.proof.php
check the circle "approved outlines"
select department from pull down menu
click on "Search for Course Description"

Important Note: every course also includes one or more Student Learning Outcomes (SLOs); these are not on the CoR but are housed within the TracDat online program. Part-time faculty must ask the division dean/division assistant or a colleague for how to access the SLOs for each course taught; part-time faculty are expected to list the course SLOs on the GreenSheet.

Textbook Orders

All textbooks are now ordered online: books.foothill.edu/home. From this page, with cursor on "Faculty" in middle of top menu bar, click on "start adoption." Faculty will be asked to log in with email address and password.

On this page, faculty can "search" for texts (in the bookstore database) and/or be guided through the adoption process by clicking on the words "Guided Adoption" on left side under "Adoptions." The "help" link in upper right corner may be useful. The main bookstore webpage also has links to the Course Catalog, various policies (Refund, Shipping), Class Materials, Textbook Rentals, School Spirit, Hours, and much more.

Green Sheet and Syllabus

"Green Sheet": Known as the "Green Sheet," regardless of color or format, this required document is the contract given to students on the first or second day of a class (it is referenced in several *Agreement* articles). It conveys to students what a class will be like and what they will be expected to learn in order to pass the class. A well written Green Sheet will increase student success and create a sense of community. By stating the instructor's policies, it serves the dual purpose of informing the student and protecting the instructor. To the extent that faculty expectations, attendance policy, and grading procedures, etc., are specified in writing, misunderstandings and disagreements will be kept to a minimum. Because Green Sheet disputes are the most common cause of student complaints, including formal Student Grievances, faculty are encouraged to make their policies clear.

A Green Sheet also provides an instructor an opportunity to reflect on the class: why the particular texts/materials are selected, what other ways to evaluate student achievement might be effective, if the grading formula/system is clear, if the course adheres to a philosophy of teaching, and what it demonstrates to others (administrators, colleagues) about how the course is being taught.

Though there is no prescribed format, a "Green Sheet" typically contains the following items:

- **General Information:** Foothill College, quarter, year
- **Course Information:** course title, course section number, any pre-/co-requisite or advisory, days, time, and room number
- **Contact Information:** instructor name, phone number, district email address, office location, office hour(s)
- **Texts, Readings, Materials** (specify required or recommended)
- **Course Description:** summary/purpose/goals, intended audience, instructional method(s)
- **Course Calendar** *: weekly list of topics/chapters covered, assignments with due dates, exam dates
* *faculty often replace this item with a separate Syllabus in a calendar format*
- **Grade Information:** number and types of graded items (assignments, exams, participation) and grade calculation system or formula
- **Class Policies:** attendance and tardiness; participation; late assignment or missed exam, including any make-up testing; revisions; exam "rules," including use of computers/other items and leaving the room; consequences of academic dishonesty (plagiarism or cheating).
- **Academic Support:** labs, tutorials, online forum, etc.
- **Accommodations for Students with Disabilities:** contact information (see Disability Resource Center webpage: foothill.edu/drc)
- **Expectations:** of instructor and for students, if appropriate

Green Sheet "best practices":

- ⊙ Infuse a friendly tone in the **GS** along with the rules; balance what students will be learning ("positives") with the various actions/behaviors prohibited ("negatives").
- ⊙ Indicate a willingness to communicate/help
- ⊙ Review **GS** first day/week of class to get student feedback:
 - provide time for a Q&A session
 - have students paraphrase grading and other policies on 3x5 cards
 - give a "pop quiz" on policies (no actual points).
- ⊙ Post **GS** on faculty webpage
- ⊙ Announce **GS** changes via MyPortal or email (written record)

IMPORTANT NOTES:

⊙ Prior to beginning of a quarter, in most divisions faculty are asked to submit an e-copy of their class "Green Sheet" to the division assistant, primarily so that students can be informed of office hours/contact information.

⊙ Student Learning Outcomes (SLOs) are now part of each course, and all faculty teaching a particular course must "observe" its SLOs. For full-time faculty, observe may include participating in developing SLOs for courses they regularly teach and subsequently assessing and reflecting on student mastery of them. SLOs are typically discussed at department meetings, which part-time faculty are not required to attend, and SLO data is entered into a program called "TracDat," which is not typically accessible to part-time faculty. Therefore, the agreed-to minimum observation of SLOs by part-time faculty is to note the SLOs on their Green Sheet. Not doing so may be noted in an official evaluation (*Appendix J1*). Some departments provide a list of SLOs on a webpage; in other departments, part-time faculty should check with colleagues or the dean for how to access course SLOs.

"Syllabus": This document, sometimes integrated into the Green Sheet, is the class calendar or schedule of activities. It typically includes a weekly list of topics, texts, chapters covered, homework assignments with due dates, and exam dates. A syllabus labeled as "tentative" should help avoid miscommunications between instructor and students if adjustments need to occur (as they often do). A syllabus is an important tool in promoting student success in that it provides students with a much needed visual record of expected work in order to plan their week's study time, and a document upon which to record any homework and due date changes.

A syllabus also allows faculty the opportunity to reflect on a class:

- o does it provide students a clear overview/layout of class?
- o do students get adequate notice of assignments?
- o why do I select *these* activities?
- o are activities/techniques appropriate level for this course?
- o are materials/activities presented in logical/effective order?
- o are due dates highlighted/adequately spaced?
- o do course activities reflect my philosophy of teaching?
- o what do others learn about how/what I teach?

Course Schedule XXXX, Sections 03 & 08, Winter XXX
 Website: XXXX Course Code: XXX

	DATE	DAY	CLASS ACTIVITY/TOPIC	READINGS	ASSIGNMENT DUE
JANUARY	01/08	Tu	Course Introduction, defining terms and thesis Summary Writing		
	01/10	Th	What? Me think? Why details matter	Introduction, pp. 1–17	Summary 1 (pp. 1–17)
	01/15	Tu	Fundamentalism & Evolution Introduction to Analysis	Ch. 1	
	01/17	Th	A little history: The Great Awakening & the lyceum	Ch. 2	Analysis 1 (pp. 31–47) <i>Friday last day to drop for refund</i> <i>Monday last day to drop with no record</i>
	01/22	Tu	Social Darwinism Editing Workshop—conciseness	Ch. 3	
	01/24	Th	Pseudoscience & Regionalism Mid-term paper introduced	Ch. 3	Summary 2 (Ch. 3)
	01/29	Tu	Middlebrow Culture	Ch. 5, pp. 103–114	Mid-term paper proposal
	01/31	Th	Media Enfeeblement begins	Ch. 5, pp. 114–130	Analysis 2 (pp. 114–130)
FEBRUARY	02/05	Tu	Youth Culture Editing workshop—clarity	Ch. 7, pp. 163–173	Summary 3 (of central midterm paper source)
	02/07	Th	Counterculture and Celebrity Culture	Ch. 7, pp. 173–182	Midterm paper
	02/12	Tu	Midterm papers returned Fundamentalism revisited	Ch. 8, pp. 183–200	
	02/14	Th	Cultural Wars & Secularism	Ch. 8, pp. 200–209	Analysis 3 (pp. 185–193)

Faculty Resources

The Foothill Faculty & Staff webpage (foothill.edu/fac_staff.php) has links to many resources:

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The Foothill Staff Development office offers activities for teaching (both on-campus and online) and professional development throughout the year, such as Video Podcasting and Syllabus design. To see the activity calendar as well as find links to various other resources, go to foothill.edu/staff/development

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PROFESSIONAL DEVELOPMENT

Professional Development



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[PDL Workshop May 2013](#)
[Tenure Workshop Sept 2013](#)

Online Training and Webinars

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Professional Growth Activities (PGA)

[Faculty Growth Activities](#)
[Classified Growth Award](#)

College Professional Development Days

A PROGRAM WITH A PURPOSE

Innovation • Achievement • Success

The Professional Development program at Foothill is a top college priority. We are facing so many new challenges with technology, accreditation, Generation Z students, returning veterans and more, that we believe it is important to provide new "tools" and resources to support faculty and staff to effectively support student learning. The Professional Development program includes funds for conference travel and participation, a robust calendar of workshops and events, and numerous online training opportunities - all designed to support the continuous development of knowledge and skills for the Foothill campus community. Our programs are open to all FHDA district employees.

Want to schedule or request a Professional Development event?

Please use our new [Form](#) to let us know about any professional development opportunities that you want us to schedule and promote.

Featured Opportunities

Winter 2014

Professional Achievement Award (PAA) Workshop 2014
Tuesday, March 5 at 3:00-4:00 pm in Altos Room 2019 at Foothill College

- Faculty are invited to attend a Professional Achievement Award (PAA) workshop, which will cover the eligibility criteria, application process, award amounts, and PGA and special service requirements.
- Presenters are Linda Lane, Pat Hyland, and Gigi Gallagher. Before the workshop, please review [Article 38](#). Presenters will also answer questions. Drop-ins are welcome.
- [Register online at the Professional Development website](#)

Contact Us

Judy Baker
Dean of Foothill Global Access
Distance & Mediated Learning
Office: (650) 949-7388
Email: bakerjudy@foothill.edu

Nas Ouliaei
Tech Training Specialist
Foothill Global Access
Office: (650) 949-7566
Email: ouliaein@fhda.edu

Akemi Ishikawa
Administrative Assistant
Foothill Global Access
Office: (650) 949-7446
Email: ishikawaakemi@foothill.edu

Denise Swett
Vice President of Student Services
Office: (650) 949-7524
Email: swettdenise@foothill.edu

The library offers resources specifically for faculty, including a library liaison to provide instructional support for division courses, ideas for effective research assignments, and online tutorials (libguides.foothill.edu/content.php?pid=408371&sid=3356817).


Each division webpage also offer resources for faculty (foothill.edu/divisions):

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DIVISION OFFICES



Academic Divisions

Biological & Health Sciences
(650) 949-7249
Email: [Christine Manquamell](mailto:Christine.Manquamell)
For Health Care program information, call (650) 949-7538 or
Email: [Kerry West](mailto:Kerry.West)

Business & Social Sciences (BSS)
(650) 949-7322
Email: [Becki Di Gregorio](mailto:Becki.Di.Gregorio)

Counseling & Matriculation
(650) 949-7772
Email: [Leslye Noone](mailto:Leslye.Noone), Administrative Assistant
Counseling Appointments

Fine Arts & Communication
(650) 949-7262
Email: [Stephanie Nunes](mailto:Stephanie.Nunes)

Kinesiology & Athletics Division
(650) 949-7222
Email: [Elizabeth Hunter](mailto:Elizabeth.Hunter)

Language Arts
(650) 949-7250
Email: [Maureen McCarthy](mailto:Maureen.McCarthy)

Learning Resource Center & Library
(650) 949-7611

Non Credit Division
(650) 949-6955
Email: [Charlie McKellar](mailto:Charlie.McKellar)

Physical Sciences, Mathematics & Engineering
(650) 949-7259
Email: [Ru Chen](mailto:Ru.Chen)

Foothill Resources

[Division Information](#) (pdf)
[Athletics Division](#)
[Middlefield Campus Library](#)

Special Offices

Disability Resource Center
(650) 949-7017

Office of Instruction
(650) 949-7240

Student Affairs & Activities
(650) 949-7241
Email: [Daphne Small](mailto:Daphne.Small)

Honors Institute
(650) 949-7638
Email: [Bernie Day](mailto:Bernie.Day)


Middle College (High School)
(650) 949-7168

Internships
(650) 949-7208


Occupational Training Institute
(650) 949-7465

Another resource for part-time faculty is, of course, department colleagues. Most are more than happy to discuss teaching strategies, course learning outcomes, and lesson plans/assignments. Faculty can check with the division dean as to who is currently teaching or regularly teaches a particular course. Visiting a colleague's class to observe the lesson on a particular topic or skill is often invaluable. Additionally, some departments have resource materials available, such as the English Department's course-specific Faculty Guidebooks for English 1A, 1B, and 110 (foothill.edu/la/resources.php). Part-time faculty should check with the dean, division assistant, or colleagues for availability of such resources.

Student Support Services



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Welcome to Foothill College's Online Student Services, which allows you to easily access services in one convenient location. Foothill provides students with comprehensive student services, regardless of course location or delivery method. Below are overviews of key services available on this site.

Learn how to apply to Foothill, get your Collegewide ID and use the college registration and student information system, MyPortal.

This section provides quick access to key registration information including your date to register, the class schedule and catalog, the MyPortal registration guide, information on how to add and drop classes and waitlist information.

Access Foothill's online advising, schedule an appointment with a counselor and monitor your progress toward a degree through DegreeWorks.

Use these tools to apply for financial aid, check the status of your aid application, calculate your fees and pay online.



A complete list of student support services, phone, location, and contact person is available at foothill.edu/services/supportservices

Disability Resource Center (foothill.edu/drc):

This program offers various kinds of academic support to students with disabilities. It promotes student independence and provides accessibility to classes, facilities, and services through specialized classes, reasonable accommodation, and advocacy and disability awareness activities. If qualified, students are provided with testing accommodations. To schedule a consultation with a learning disability specialist, students can call (650) 949-7017.

Financial Aid (foothill.edu/aid/):

Through this office, students can learn how to apply/qualify for several types of financial aid: grants, scholarships, loans, work-study employment, and a Board of Governors Waiver (BOGW). Financial aid workshops are held periodically.

Language Arts Teaching/Learning Center (foothill.edu/tlc):

The TLC, located in room 3526 (adjacent to the Library), provides free reading and writing support to Foothill College students for all academic classes. Students who need help can come to the TLC to meet with a faculty tutor for 20-minute one-on-one sessions.

Library & Media Center (foothill.edu/library/):

At the Library, faculty can put books and class material on reserve at the main desk for students to check out during the quarter. At the Media Center (brick annex behind Semans Library), students have access to over 2000 videotapes, audio tapes, CD-ROMs, slides, and computer software related to Foothill classes. At the Open Computer Lab (part of Media Center), students have access to PC and MAC computers equipped with word processing software networked to printers. The computers are available to current students on a first come, first served basis.

Fall, Winter, Spring Hours

Mon. – Thur. 8 a.m. – 7 p.m.
Fri. 8 a.m. – 4:00 p.m.
Closed Sat. & Sun.

Circulation & Reserve: (650) 949-7611

Reference Questions: (650) 949-7608

Media Center: (650) 949-7445

Pass the Torch (foothill.edu/services/torch):

PtT is a unique tutorial program in which a "Leader," a student who has earned an "A" in a PtT core class (English, ESLL, or Math) or has an instructor recommendation, is matched with a "Member," a student currently enrolled in that PtT core class. Leaders receive extensive tutor training and members attend weekly sessions.

PSME Center (foothill.edu/psme/center):

The PSME Center, room 4213, is the place for students to get assistance in mathematics, physics, and chemistry. It offers one-on-one tutoring from instructional associates and faculty to students who are working on assigned homework or have questions about unfamiliar concepts.



Faculty New to Teaching: Assignments & Tests

Assignments (aka homework): The general rule for college courses is two hours of homework outside of class for each one hour in class (some faculty state this formula on their Green Sheet). Out-of-class assignments are an important part of the student's learning process, whether an extension of a lesson just covered, preparation for a new topic, or the review of a unit of study. Assignments, as well as other means evaluation, should reflect appropriate college-level work, require critical thinking, and reflect mastery (provide the instructor diagnostic information).

Tips for Developing Assignments

- Assignments need to be well thought-out as to their relevancy to the subject matter and as to skill level/preparation of the students. Realistically, courses compete with one another for students' time, and courses in which assignments are unclear or unrealistic will suffer. Best practices in creating an assignment are to include its stated objectives, explicit instructions, and very few assumptions.

Note: collecting/creating a sample "good" and "weak" response to an assignment helpful to students to collect/create a good and weak response answer prior to or after an assignment.

- Students do best if the assignment "objectives" (primary skills to demonstrate) are listed on the prompt.
- Students learn best by seeing a sample "good" and "weak" response to an important assignment; these samples, collected from students/created by instructor to highlight common misunderstandings, can be discussed prior to the due date or after graded work has been returned.
- Students do best if they are given time to ask questions about an assignment prior to starting it.
- Students do best if they know the grading standards; faculty can check with their department chair or dean regarding established rubrics.
- Students do best if they know the reason for doing the assignment, the relevancy of it, e.g., to stimulate class discussion, to assess their understanding of key concepts, or to prepare for an exam.
- Homework designed to reinforce skills can be "group-graded," i.e., students exchange papers or discuss the answers, prior to the assignment being collected.
- In designing assignments, instructors should consider diagnostic features: for both student and instructor, knowing the exact skill/strategy/term that caused an error is an important learning tool.
- Assignments that are graded and used to calculate the final grade should be noted on the Green Sheet; two examples:

To pass this class, you must average a "C" or higher on 11 graded items:

<ul style="list-style-type: none"> • 1 Graded Worksheets (5 averaged) • 4 Exams • 1 Midterm • 2 Finals (vocabulary, summary) 	<ul style="list-style-type: none"> • 1 Practice Summaries (3 averaged) • 1 Writing Project #1: Inference Essay • 1 Writing Project #2: Synthesis Essay + Summaries
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Final Grade Formula

Homework and in-class assignments:	12.5%
Quizzes (lowest score dropped):	12.5%
3 Midterms:	15% each
Final Exam:	30%

Tests and other Evaluation Tools: Many forms of evaluation contribute to the student learning assessment process and help the instructor assign a final grade. A test is defined as a quantitative observation of a moment in the learning process. Whatever the form, a test should measure the attainment of a unit studied or of a specific course objective(s).

NOTE: Before creating a test/graded assignment for a particular class, check the official course outline (CoR) for the types of tests approved under "Methods of Evaluation."

Tips for Developing Tests

- Ask department colleagues or check department resources for any sample tests/prompts.
- For tests that
 - measure recall, create a mix of memory and higher learning (judgment) questions; question options can be found in student errors on homework or other class work.
 - measure critical thinking, create questions that ask the student to apply, analyze, synthesize, or evaluate.
 - are an essay prompt, because it is not possible to anticipate students' interpretation of a particular type of prompt, prior to the exam, provide sample prompts to encourage students to clarify their understanding.
- Students do best
 - if "prompt words" (compare, argue, describe, explain, etc.) are discussed/defined prior to exam.
 - if any specific qualifications required, such as length limits or use of key terms, are highlighted (bold, asterick) on exam directions
 - when the problem or question is stated in a positive form; the use of negatives or absolutes (all, never, none) can be confusing to even the best students, and poor readers often miss words like "not."
- When grading tests,
 - be objective (use the same standards) and base grades on a formula or criteria known to students; ask for any department grading norms/rubric.
 - to improve consistency and fairness of grades, create separate piles of potential "A", "B", "C", "D", "F" responses; then do a quick comparison of tests in each group to spot any that fit better in another group; finally, assign final grades ("A+," "A," "A-") within each group.
 - provide comments that address reasons for errors (doesn't fit task, didn't define terms, too narrow or too broad, etc.). Students learn most from exam feedback that identifies the type of error they have made so they learn how to improve.
- Tests should be returned to students as soon as possible (within a week). Sample strong/weak responses can be shown or specific test answers gone over in class; students who fail a test should be encouraged to conference with the instructor.
- **NOTE:** *Final examinations for all academic courses are required and must be given in accordance with the final exam schedule published in the schedule of classes/online (foothill.edu/reg/examsched). Any deviation from the published schedule must have prior approval of the dean.*

Faculty New to Foothill: Before First Day of First Quarter

To check all of your required employment paperwork has been completed, contact Gigi Gallagher (650.949.7454); go to Foothill's "Got Questions?" webpage (foothill.intelliresponse.com/students) for answers to many common questions.

Do you have...

<input type="checkbox"/> a library card?	<i>visit the Library with staff card/ID</i>
<input type="checkbox"/> an employee ID (CWID) and District email account?	<i>contact division office or Gigi Gallagher</i>
<input type="checkbox"/> a parking permit?	<i>visit the campus police office with staff/ID card</i>
<input type="checkbox"/> a telephone extension and room key?	<i>contact division dean or assistant</i>
<input type="checkbox"/> a copy of course textbook(s)?	<i>request from publisher's website ("desk copy")</i>
<input type="checkbox"/> a copy of the "CoR," official course outline, for each course assigned?	<i>see "The Official Course Outline of Record (CoR)" in this booklet</i>

Do you know where to...

<input type="checkbox"/> make copies of your course materials?	<i>contact division assistant (see "General Information")</i>
<input type="checkbox"/> park during the quarter?	<i>see campus map</i>
<input type="checkbox"/> get instructional multimedia for presentations?	<i>go to ets.fhda.edu/call_center/mmsupport</i>
<input type="checkbox"/> get your campus/district mail?	<i>visit the main mail room (see campus map)</i>
<input type="checkbox"/> find coffee/tea, food?	<i>see campus map</i>

Do you know how to...

<input type="checkbox"/> report your absence to the division, get a leave form? (all absences must be reported)	<i>see "Leave of Absence" in this booklet; form is available in MyPortal. Contact division assistant with questions.</i>
<input type="checkbox"/> find your class roster and add codes for students?	<i>see "Using MyPortal" in this booklet.</i>
<input type="checkbox"/> add/drop students?	<i>see "Using MyPortal"</i>
<input type="checkbox"/> email a student or entire class?	<i>see "Using MyPortal"</i>
<input type="checkbox"/> check enrollment, find out if a student has dropped?	<i>see "Using MyPortal"</i>
<input type="checkbox"/> use the classroom equipment or report a malfunction?	<i>see ETS website (ets.fhda.edu)</i>
<input type="checkbox"/> report an emergency?	<i>dial 911 from any campus phone</i>
<input type="checkbox"/> report a non-emergency?	<i>police dispatch: 650.949.7313 health services: 650.949.7243 classroom/computer tech support: 650.949.8324</i>

Do you know how to answer student questions, such as...

<input type="checkbox"/> what do I do with my Add Code?	<i>he/she can add online via MyPortal or in person at registration office</i>
<input type="checkbox"/> where do I find the class textbook?	<i>bookstore texts are organized by department, course & section number, instructor name (and available online)</i>
<input type="checkbox"/> where can I get access to a computer?	<i>see "Student Support Services" in this booklet</i>
<input type="checkbox"/> where is the Financial Aid office, Disabled Student Resource Office, Health Services office?	<i>see "Student Support Services" and campus map in this booklet</i>
<input type="checkbox"/> what support services are available?	<i>see "Student Support Services" in this booklet</i>
<input type="checkbox"/> what is/how do I get an Owl Card?	<i>Owl Card (foothill.edu/campuslife/owl.php) is a student ID/library and print card; gives discounts on food, etc.; student applies at Smart Shop</i>

Do you know what to do if...

<input type="checkbox"/> a student says she enrolled in your class, but her name is not on your roster?	<i>check student's printed schedule course and <u>section number</u> (often confused) or refer student to registration</i>
<input type="checkbox"/> a student NOT on your wait list wants to add?	<i>add only if/after wait-listed students are added</i>
<input type="checkbox"/> a student does not show up for the first class session?	<i>follow division/department policy (check with dean)</i>
<input type="checkbox"/> your classroom has no chalk/pens or equipment doesn't work or other malfunction occurs?	<i>contact division assistant for supplies or how to submit a work order</i>
<input type="checkbox"/> a student says there are no more textbooks?	<i>call bookstore (650.949.7305)- students often look in wrong place</i>
<input type="checkbox"/> a student disrupts the class/cheats or plagiarizes?	<ul style="list-style-type: none"> • see Dean of Student Services webpage (foothill.edu/campuslife/affairs) for procedures, forms, and policies: AP 5510 Student Conduct and AP 5520 Student Due Process/Discipline; • see Student Conduct webpage (foothill.edu/services/honor) for Academic Honor Code. • see foothill.edu/staff/forms/report_dishonesty online report form.

If you encounter a disruptive student, you have the right to tell him/her to leave your class and not return until he/she has met either with the division dean or dean of students; be sure to complete an incident report (foothill.edu/staff/incident). if urgent situation, call campus police from classroom phone (x7313) to escort student from class.

Paid Office Hour Program

Article 7.24 details the Paid Office Hour Program for part-time faculty; here are highlights:

- The program is voluntary and selected quarterly.
- To be eligible, part-time faculty must be paid for assignments on *Appendix C* and, for that quarter, have at least one assignment, equivalent to a 3 or 4 hr/wk lecture course.
- Participating part-time faculty are paid for one office hour for each week during that quarter regardless of the number of assignments. Compensation is determined by the appropriate step and column of *Appendix G*, the Part-time Hourly Salary Schedule.
- To apply, part-time faculty must use the "Intent to Participate" form (*Appendix S2*) available via MyPortal along with the Assignment Contract. It is the sole responsibility of part-time faculty to download and complete the form and file it with the division by the specified deadline. The form specifies the time and location of the office hour or the method(s) for student consultation. The faculty employee and the dean/administrator mutually agree on the schedule and/or planned methods.
- **The deadline for submitting the "Intent to Participate" form is the end of the second week of a quarter:**
 - 7.24.3.1 ...Friday of the second week of the quarter shall be the deadline for faculty to elect participation in the program. In cases where an assignment is made after the beginning of the quarter, this deadline shall be two weeks from the start of the assignment.However, faculty are encouraged to submit the form by the end of the first week of the quarter; a form submitted the second week may delay compensation.
- Part-time faculty participating in the program establish and maintain a regular schedule of office hours and/or planned method(s) of student consultation. Normally, office hours for faculty with assignments on campus are "physical presence" office hours. Appropriate locations for office hours may include, but are not limited to, division offices, division labs, classrooms, tutorial centers, library, student council chambers, campus center, and, at the discretion of the individual regular or contract faculty, shared faculty offices. Faculty use professional discretion in determining the appropriate time and location of their office hours and shall specify this information in the course description (green sheet).
 - Faculty who teach online provide for student consultation through one or more of the following methods: "physical presence" office hours, online synchronous office hours, instant messaging or equivalent means, email correspondence, telephone contact or instructor-student communication forums such as bulletin boards or chat rooms built into the course shell (for example, Etudes-NG or Catalyst). Distance learning faculty use professional discretion in selecting the appropriate method(s) of student consultation and shall specify those method(s) in the course description (green sheet) including the response time for asynchronous communication.

IMPORTANT NOTES ABOUT OFFICE HOUR:

- 1) Part-time faculty must be present during the entire scheduled office hour (50 min) even if no/few students requested an appointment or drop by;
- 2) If part-time faculty are absent from an assigned class(es) on a day on which they hold an office hour, they must report that absence on the Leave Report; however, if the weekly office hour on that day can be rescheduled during the same week, faculty should report **ONLY** the class as being missed and hold the office hour another day that week; otherwise they will be docked for the entire day, including the office hour.

Manage Class Enrollment

Using MyPortal



- **Class Roster (list of enrolled/dropped/waitlisted students):** Roster(s) are available only via MyPortal, which provides real time enrollment information, including add/drop status. To make posting grades easier throughout the quarter, student names can be copied from the portal excel roster and pasted into a Word "table" document with columns for each exam/assignment grade.

Spanish Class																		
	name	ex 1	ex 2	MT	ex 3	ex 4	final	group project 1	group project 2	HMK 1	HMK 2	HMK 3	HMK 4	HMK 5	HMK 6	HMK 7	HMK 8	
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		

- **"No Shows":** Term refers to students who never attend a class. State regulations and student refunds policies require faculty to drop via MyPortal students who never attended a class (unless instructor approves late start) by the end of the first week (see *Article 9.4.2*).
- **Adding Students:** Once a class begins, faculty are encouraged, but not required, to add students up to the maximum seat count as stated on the Course Outline of Record (CoR); Foothill faculty can find this number in the MyPortal "Essentials" link for each class (also gives deadlines for Census count, refund, and drops). Faculty are encouraged not to add more than a few students over the maximum seat count: "over-enrolling" not only increases workload without pay and may result other classes being cancelled, but also appears to support the idea that class size in general should be increased.

NOTE: some divisions have established a practice regarding drops, e.g., in Language Arts, the practice is to allow students one "grace" day so drop/add students at the beginning of the second class; check with the division dean.
- **Wait-Listed Students:** Faculty should add students based on their waitlist priority number (as shown on the MyPortal class roster); the number showing should correspond to the date the student enrolled; however, if a WL student drops prior to the beginning of the quarter, his/her number is not rolled over to another student. Each WL student will need an add code to enroll.
- **Add Codes:** Students can register late for a class only if they are given an add code ("signature") by the instructor; these are available to print only in MyPortal under "Add Codes." A quick way to distribute the codes is to write the numbers on 3x5 cards before the first meeting then hand the cards out to students. If a student says he/she is waitlisted but is not on your class roster, verify the course number: student may have enrolled in another course or the same course but another section.

- **Dropping Students:** Faculty will be notified via email/MyPortal to drop non-attending students prior to the census dates; these dates are shown in MyPortal "Essentials" link for each class. Otherwise, it is up to faculty whether or not to drop students who are not attending, but attendance/drop policy should be stated on Green Sheet. Sample:

ATTENDANCE: College classes require attendance every day: there are no "excused" absences. When you miss class or leave early, you are prioritizing another activity over school. That said, I realize life is at times complicated and work/family obligations may interfere with college commitments. Please talk to me immediately about problems with attendance, and I do appreciate a phone message or email letting me know you will miss class and when you will return.

- Be aware that more than two or three absences will likely lower your final class grade.
- I reserve the right to drop a student from the class for excessive absences or a prolonged absence (e.g., four days of class); if there are extenuating circumstances, please contact me via email.

Students who drop/are dropped prior to the end of the 3rd week receive no grade on their transcript (course is not listed); students who drop/are dropped prior to the end of the 8th week receive a "W" (see MyPortal Essentials link for deadlines).

- **Emailing Students:** MyPortal allows faculty to email all or individual students within a class; by checking a box, faculty receive a copy. All emails sent are saved under "E-Mail History."
- **Submit Final Grades:** final grades must be submitted via MyPortal by the deadline of 3 working days after the end of final exam period (see *Appendix Q* of the *Agreement*). If faculty choose to use a plus/minus system in determining final grades, below is the state board approved scale:

A+	A	A-	B+	B	B-	C+	C	D+	D	D-	F
4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.3	1.0	.7	.0

Note that the California Education Code does not allow the reporting of a C- final grade and that the A+ earns 4.0 grade points as does the A.

Faculty should retain attendance and student grade calculations for three years in case of a grade dispute.

- **Grade Change:** To change a grade, faculty get the form from the division office or the Admissions and Records Office. Only the instructor can change a grade and only for a correction: a clerical or mechanical error or because an incomplete has been made up.
- **ETUDES (online platform):** Faculty can now request an ETUDES site for a particular course under the MyPortal "ETUDES" link for each class; with this site, faculty can post information, set up a discussion forum, create multimedia activities, and more.

Teach Online

Faculty interested in teaching online can view a introduction video at foothill.edu/fga/etudes_orientation; lots more information on Foothill Global Access (FGA) is found at foothill.edu/fga/etudes:

Foothill Global Access Online Faculty

Etudes Login

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Course Info

iPhone Mobile
App for Etudes

Online Faculty

Support

Foothill Global Access provides a variety of services to faculty. Find out what's available and how to get them.

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- [Market your online course using Course Info webpages](#)
- [Late Add Request Process](#)
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Training and Professional Development

Faculty have many professional development [training](#) opportunities available on campus and via the Internet on topics including Etudes certification, teaching with multimedia, podcasting, fair use, copyright, preventing plagiarism, accessibility and universal design, smart classrooms, and Web 2.0 tools.

- [Etudes certification on-campus](#)
- [Etudes certification via the Internet](#)
- [Get started as a new online instructor](#)
- [FGA Training Opportunities](#)
- [Accessibility Compliance](#)

Resources

Explore [resources](#) that can help you be successful as an online faculty member including online forms, information about best practices, preventing cheating, free and open learning content (textbooks and courseware), Web 2.0 tools, student conduct, and more.

- [Online Forms](#)
- [Free and open learning content](#)
- [Films on Demand](#)

Web Resources

- Group Studio/Course Studio: collaboration tools in MyPortal (ets.fhda.edu/call_center/gc_studio)
Group Studio: available to all employees (ets.fhda.edu/call_center/groupstudio)
Course Studio: tool specifically intended for faculty (ets.fhda.edu/call_center/coursestudio)
- Turnitin: plagiarism detection online tool; contact librarian Pam Wilkes (wilkespam@fhda.edu, 650.949.7609)
- Films on Demand (and other databases): videos with captions available online (foothill.edu/library/dbsubjects)
- Library Resources: libguides.foothill.edu/faculty
- CCC Confer: Video conferencing tool (cccconfer.org)
- Etudes Orientation for Students: foothill.edu/fga.etudes_orientation

Additional resources for online/hybrid teaching:

- Accessibility Compliance: access for disabled students (foothill.edu/fga/accessibility.php)
- FGA Student Help Desk: foothill.helpdeskconnect.com
- Course Information wikispaces: Marketing for online courses (globalaccess.wikispaces.com)
- Student Evaluation of Online Courses: Survey (foothill.edu/fga/online_course_eval_process.php)
- FGA Faculty Resources/Best Practices: foothill.edu/fga/faculty_resources_teaching; foothill.edu/fga/best_practices
- FGA Academic Integrity: foothill.edu/fga/faculty_resources_integrity
- Student/Faculty Contact guidelines: foothill.edu/fga/rec
- Hybrid Course FAQs & Examples of Activities: foothill.edu/fga/Frequently%20Asked%20Questions%20about%20Hybrid%20Hours.pdf;
foothill.edu/fga/FacultyExamplesofHybridHourActivities-Feb22.pdf
- Hybrid Course Hours - Guidelines for Documentation: foothill.edu/fga/GuidelinesforDocumentationofHybridHoursFINALMarch2012.pdf

Use Technology

ETS Support

The "Getting Help" webpage (ets.fhda.edu/call_center) includes information on the following:

- Faculty Resources
- Staff Resources
- MyPortal
- Email (OWA)
- Calendar (OWA)
- Accounts
- Multimedia Support
- Phones/Voicemail
- New Employee FAQs
- Virus/Spyware/adware protection

Requests for ETS help can be made online via the Technology Services Support Center webpage (etshelp.fhda.edu) or by calling ETS (408.864.8324)

The Portal



Faculty now do almost *everything* online via "MyPortal":

GENERAL FEATURES

- Check FHDA email
- Download online faculty forms, e.g., Grade Change
- Fill out and submit required Leave Report form
- Get campus/district announcements/messages/updates
- Get Banner updates, e.g, "email not working today"
- Get Portal user (how-to) information
- Get reminders of important contract deadlines

PERSONNEL FEATURES

- Change contact information (address, phone)
- View/download pay information (pay stub, leave balances, W-2 statements, direct deposit allocation, earning history, etc)
- Important contractual deadlines

ASSIGNMENT FEATURES

- Accept/decline assignment contract
- Download Paid Office Hour form

CLASS FEATURES

- Check/view/download Class Roster and add codes
- Email individual students or groups of students
- Drop students
- Post office hours (for students)
- Submit Grades

To access MyPortal, go to myportal.fhda.edu; login with CWID; page has instructions to set a password as well as FAQs.

Faculty Webpage

All faculty are automatically set up with a "barebones" staff directory faculty webpage upon hire (or as soon as the webmaster is notified by the division); however, this page contains only name, division, and voicemail phone number. To see a list of faculty who have been issued a webpage or, if not on the list, to fill out a request form* to get a staff directory page, to go foothill.edu/support/updatedir

*** To be able to customize your webpage, on the request form select the "YES" next to the words "Personal Access" near the bottom of the form.**

Customizing can include adding information on quarter schedule, biography, favorite quote, course information, sample assignments, pictures, links, and much more. After getting personal access, faculty can change this webpage by logging in (ID/password) at foothill.edu/staff/staff.edit

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Linda Lane
English Instructor

Language Arts Division
English: 650.949.7453
FA: 650.949.7450
lanelinda@foothill.edu

Foothill campus
Office: 6044


Schedule:
Winter Quarter 2014

English department office 6044:
by appointment

FA office D-140:
Tues, Wed, Thurs by appointment

Course information:
English 209 Introduction to College Reading

Biography:
Linda Lane received an AA degree from Foothill College and BA and MS degrees at Cal State Hayward (East Bay). A reading and composition specialist, she is currently teaching *English 209 Introduction to College Reading*. For the 13-14 academic year, she is also serving as editor of the *FA News* and as *FA Grievance Officer*.



me, my cat, my kayak

Know Your Contract: *Article 7–Part-Time Faculty*

In each September issue, *FA News* publishes a yearly calendar of important contractual deadlines ("KYC: Mark Your Calendar Now"). For easy access, this article is available 24/7 throughout the year in the *FA* website's "Current Events" box (fa.fhda.edu). Faculty with questions on contract language or provisions can call the FA office: 650.949.7544.

Many, but not all, important contractual deadlines are now published in MyPortal on the main faculty page, with links to the corresponding contract provision.

July 1, 2013 through June 30, 2016 FHDA Agreement

Article 7 **PART-TIME FACULTY**

Definitions

7.1 Unless the context requires otherwise, the following provisions shall govern the interpretation and construction of this article:

7.1.1 "Part-time faculty employee" means a "part-time temporary faculty employee" employed pursuant to Education Code Section 87482.5 for no more than 67 percent of the annual load of scheduled duties for a full-time regular employee having comparable duties. For the purposes of this article, scheduled duties are those duties that comprise the portion of a regular faculty employee's contractual responsibilities that consist of assigned teaching, counseling, or librarianship. To facilitate an understanding of their duties, part-time faculty should attend the orientation described in Section 7.25.1. A part-time faculty employee may serve all of his or her annual part-time load in fewer than three quarters.

7.1.2 "Part-time faculty member," for the purposes of this article only, means either a part-time faculty employee or a contract or regular faculty employee to the extent he or she is employed pursuant to this article for extra pay. Contract and regular faculty employed under this article are ineligible for the programs and compensation described in Sections 7.24, 7.26.2, and 7.26.3.

7.1.3 "Service credit" means the credit toward reemployment preference that a part-time faculty member earns for having completed one or more assignments in a division during a quarter. To earn a unit of service credit in a division, a part-time faculty member shall serve satisfactorily for the full term of each of his or her assignments in the division during the quarter.

Faculty are advised that due to STRS/PERS statutes effective January 1, 2013 affecting retiree earnings during the first 180 days following retirement, retirees are prohibited from returning to STRS/PERS covered employment with the District for 180 days following the effective date of retirement. Thereafter, the STRS/PERS retiree may return to work under the applicable earnings limitations.

Request and Preferences

7.2 The Board shall post a calendar of dates for the development of the class schedule for each academic quarter in division offices and other appropriate places and provide a copy of the calendar to each part-time faculty member who requests one. Before the date on which drafting of the class schedule for a particular quarter begins, and in accordance with division/department scheduling procedures and timelines, each part-time faculty member with reemployment preference, as specified in Section 7.9, shall submit a written "Assignment Request and Preferences" to the appropriate Division Dean or designee. The Assignment Request and Preferences shall include the following:

7.2.1 Assignment Request. Each faculty member shall request a specific number of assignments (i.e., none, 1, 2, 3, etc.) for a specified quarter. The request shall be binding on the District and the employee during the scheduling process described in Article 7.15, subject to the availability of assignments and the provisions of this article. Such requests shall be used to build the first draft of the quarterly schedule.

Any Assignment Request and Preference filed late or any modification of the initial Assignment Request, i.e., a request for additional assignment(s), shall be subject to the availability of remaining (unfilled) assignments. Failure to timely submit an Assignment Request and Preferences for a specified quarter shall be construed as a request for "no assignment" in that quarter.

7.2.2 Assignment Preferences. Each faculty member shall state his or her preferences including desired courses, delivery method (classroom or electronically mediated instruction), and preferred time frame(s) (days of the week, morning, afternoon, evening, weekends, etc.). The assignment preferences submitted by the faculty member shall not be construed as a guarantee of a particular assignment(s) nor as the only assignment(s) or time frame(s) that may be offered, but this information shall be considered in developing the quarterly schedule.

In accordance with division/department practice, part-time faculty members without reemployment preference may be asked to submit an Assignment Request and Preferences. In such cases, the provisions of this section shall apply.

7.3 A part-time faculty employee with reemployment preference shall request at least one assignment in at least one quarter of the academic year. However, the employee may request to receive "no assignment" in the division for the entire academic year if the request is in writing and is received by the appropriate dean at least 60 calendar days before the beginning of the quarter in which the "no assignment" request would become effective. If a part-time faculty employee makes only one request of this kind in any five-year period, it shall be honored. The provisions of this section shall not apply to regular and contract faculty teaching under this article.

Issuance and Acceptance of Assignment(s)

7.4 An assignment is officially offered to a part-time faculty member only upon the issuance via the District Portal (<https://myportal.fhda.edu>) of an "Assignment Contract" (Appendix S1) The Assignment Contract shall be available on the District Portal at least 28 calendar days before the beginning of the quarter.

7.4.1 The District shall send a "Notification of Assignment" email to the part-time faculty member at his or her District email address when the Assignment Contract is posted on the District Portal.

7.4.2 The part-time faculty member shall indicate acceptance of the Assignment Contract via the District Portal within 10 calendar days of the date on which the Notification of Assignment email was sent. If the Assignment Contract is not expressly accepted via the District Portal within these timelines, it shall be deemed to be declined.

7.5 Notwithstanding Section 7.4 above, the following timelines shall apply under the specified circumstances:

7.5.1 If an assignment begins later than the first week of the quarter, the part-time faculty member shall indicate acceptance of the

Assignment Contract via the District Portal within 10 calendar days of the date on which the Notification of Assignment email was sent or seven calendar days after the start date of the assignment, whichever is earlier. If the Assignment Contract is not expressly accepted via the District Portal within these timelines, it shall be deemed to be declined.

7.5.2 If the Assignment Contract cannot be issued at least 15 calendar days before the beginning of the quarter or (in the case of an assignment that begins later than the first week of the quarter) 15 days before the date on which the assignment is to begin, the offer of assignment may be made orally or by email. If the part-time faculty member agrees to the assignment (that was offered orally or by email), the District shall confirm the offer by posting the Assignment Contract to the District Portal and sending the part-time faculty member a Notification of Assignment email.

The part-time faculty member shall indicate acceptance of the Assignment Contract via the District Portal within 10 calendar days of the date on which the Notification of Assignment email was sent or seven calendar days after the start date of the assignment, whichever is earlier. If the Assignment Contract is not expressly accepted via the District Portal within these timelines, it shall be deemed to be declined.

7.6 If a part-time faculty member has an emergency related to his or her home or immediate family, is ill, or if there are other extenuating circumstances which make it impossible to comply with the procedure and timelines specified in Sections 7.4 and 7.5, the faculty member shall telephone or email the Division Dean to indicate whether he or she will accept the assignment and to request a reasonable extension of the time within which to comply. If the Assignment Contract is not then expressly accepted via the District Portal within the approved extended timeline, it shall be deemed to be declined.

7.7 If circumstances prevent the issuance of an Assignment Contract via the District Portal as described in Sections 7.4 and 7.5, Assignment Contracts shall be sent via US mail or campus mail at least 28 days before the beginning of the quarter. In such an event, the part-time faculty member shall indicate acceptance of the assignment by signing and returning the Assignment Contract to the campus Payroll Office (for part-time faculty) within 14 calendar days of the date on which the Assignment Contract was sent or seven calendar days after the start date of the assignment, whichever is earlier. If the signed Assignment Contract is not received by the campus Payroll Office (for part-time faculty) within these timelines, it shall be deemed to be declined.

7.8 If an Assignment Contract is cancelled or withdrawn, the Division Dean shall send a notice of the action to the part-time faculty member at his or her District email address

Re-employment Preference

7.9 Service credit shall be earned in the division or divisions in which a part-time faculty member is assigned during a quarter. After earning five quarters of service credit in a division and meeting the evaluation requirements specified in Sections 7.10 and 7.11, a part-time faculty member hired for the first time after July 1, 1988 shall have reemployment preference in the division at the college for which the service was rendered. Not later than the quarter subsequent to the one in which reemployment preference is attained, the reemployment preference list for the division shall indicate that the employee has gained reemployment preference. Denial of reemployment preference shall be based on evaluations or other contractual criteria. Part-time faculty members shall be evaluated in accordance with Article 6.2 and 6.3. Regular or contract faculty members teaching under Article 7 in the same division as their full time assignment shall apply evaluations as full-time faculty under Article 6 and/or Article 6A toward reemployment preference.

7.9.1 In divisions with non-credit offerings, two reemployment preference lists shall be maintained: one reemployment preference list for part-time faculty paid under Schedule C or Schedule G for credit assignments, and one reemployment preference list for part-time faculty paid under Schedule E for non-credit assignments.

Administrative Evaluation

7.10 An official administrative evaluation shall be required of each part-time faculty employee, if employed by the District for three quarters, whether or not successive, at least once during that period and, if employed thereafter, at least once every nine quarters of employment, subject to the requirements of Section 7.10.2 of this article. The Board may utilize either an appropriate management employee or an appropriate faculty employee (as defined in Article 6) designated by management to conduct the official evaluation of a part-time faculty employee. The use of non-management personnel for conducting official evaluations shall be pursuant to the stipulations outlined in Article 25 (Special Assignments) of this *Agreement*.

7.10.1 A part-time faculty member shall be evaluated on the form contained in Appendix J1.

7.10.2 If a part-time faculty member receives an official administrative evaluation during the first three quarters that indicates “needs improvement” and continues to be employed by the District, the employee shall be re-evaluated by the appropriate administrator prior to the end of the fifth quarter. This re-evaluation shall be performed by an administrative employee only; it shall not be delegated to a regular or contract faculty employee. In the absence of a second evaluation, pursuant to this section, the employee shall, if otherwise eligible, receive reemployment preference at the end of the fifth quarter.

7.10.3 If no evaluation is conducted in the employee’s first three quarters of employment, the employee shall, if otherwise eligible, receive reemployment preference.

Student Evaluation

7.11 In addition to the official administrative evaluation, one student evaluation to the extent practicable based on the faculty employee’s assignment shall be completed normally during the faculty employee’s first three quarters of employment in the District, whether or not successive. The student evaluation must be completed in order for the part-time faculty employee to be eligible for reemployment preference. If the student evaluation indicates areas of concern, the Division Dean or appropriate administrator may require a second student evaluation before the end of the fourth quarter. After reemployment preference is attained, a student evaluation to the extent practicable shall be performed at least once every nine quarters of employment.

7.11.1 The student evaluation shall be recorded on the appropriate form contained in Appendix J2 and shall follow the procedures prescribed in Article 6.3.

7.11.2 The Division Dean or appropriate administrator shall notify the part-time faculty employee of the timelines provided by this section for required student evaluation.

7.11.3 The part-time faculty employee shall determine the class(es) to be evaluated and shall be responsible for ensuring that all required student evaluations are completed.

Assignments and the Reemployment Preference List

7.12 A part-time faculty member with reemployment preference in a division shall be offered assignments in that division before any part-time faculty member without reemployment preference is offered assignments in that division, provided the part-time faculty member with reemployment preference is qualified for the assignments. For purposes of this article only, "qualified" shall mean (1) meeting the state minimum qualification for the particular discipline, (2) having adequate preparation for the specific course or assignment through appropriate education or experience, and (3) possessing effective skills relevant to the specific course or assignment. The Board shall be the judge of whether or not a part-time faculty member has adequate preparation for the specific assignment and possesses effective skills relevant to that assignment, but in making the judgment, the Board shall apply assignment standards that are substantially the same as those used in assigning contract or regular faculty within the division. No part-time faculty member shall have any reemployment preference except as provided in this article or as required by law.

7.12.1 Each division shall post its reemployment preference list or, in accord with Section 7.9.1, reemployment preference lists, in the division office, and the list shall be updated quarterly. If, during any particular quarter, there are more part-time faculty members with reemployment preference in a division than there are available assignments in that division, the available assignments shall be offered to those part-time faculty members who are the most senior, provided they are also qualified for the assignments. Seniority shall be determined by the part-time faculty member's first quarter or semester of employment as a part-time faculty member at the college, provided the part-time faculty member has not had a break in service as a part-time faculty member in accordance with Section 7.16.

7.13 An assignment is not available for the purposes of this article if, at any time before the beginning of the quarter, the assignment is needed to fill the normal load of a contract or regular faculty employee. After Assignment Contracts have been issued, the Board shall consider the seniority of part-time faculty members as a relevant but not controlling factor in deciding which particular assignments are needed to fill the normal load of contract or regular faculty employees and shall, therefore, be withdrawn as part-time assignments.

7.14 After the quarter begins, a part-time faculty member shall not be displaced by a contract or regular faculty employee or by a more senior part-time faculty member. However, the Board may withdraw a part-time assignment after the beginning of the quarter but before the commencement of the assignment if it is needed to fill the normal load of a contract or regular faculty employee. In that case, the Board shall pay the employee affected by the withdrawal 10 percent of the salary he or she would have received for the assignment if it had been completed.

7.15 The Board shall have the authority to make and terminate assignments in a manner that shall insure that the workload of each part-time faculty member who is a part-time faculty employee does not exceed 67 percent of the annual load of scheduled duties for a full-time regular faculty employee having comparable duties. However, if there are a sufficient number of available assignments, before new part-time faculty members are hired, the Board shall offer the part-time faculty member or members who are the most senior more than one assignment during a quarter, provided each qualified part-time faculty member with reemployment preference has been offered at least one assignment. The distribution of assignments shall occur in the following way: one assignment shall be given to each member on the reemployment preference list, starting with the most senior and continuing to the end of the list. Then, if available, a second assignment shall be given, once again starting with the most senior faculty member and continuing through the list as far as sufficient assignments exist. If, at the end of this process, additional assignments remain, they shall be distributed in the same fashion, consistent with load limitations. After part-time faculty members with reemployment preference are fully loaded for the quarter, any remaining assignments shall be distributed to part-time faculty members without reemployment preference.

7.15.1 For the purposes of this section only, one course or the equivalent of four lecture hours, whichever is greater, shall constitute "an assignment" for teaching faculty; nevertheless, after all these assignments have been made, if courses of less than four lecture hours or the equivalent remain, such a course shall constitute an assignment. For non-teaching faculty an assignment shall consist of three to five hours per week per quarter; nevertheless, if there are less than three hours available after all assignments have been made, whatever hours are left shall constitute an assignment.

7.15.1.1 Notwithstanding the above, an "assignment" made under Article 33 – Non-Credit (Adult) Education shall be defined as follows: (a) for classroom teaching faculty, an assignment shall consist of one course or the equivalent of five lecture hours, whichever is greater; nevertheless, after all these assignments have been made, if courses of less than five hours or the equivalent remain, such a course shall constitute an assignment; and, (b) for faculty working in a supplemental instruction center, an assignment shall consist of five to seven hours per week per quarter; nevertheless, if there are less than five hours available after all assignments have been made, whatever hours are left shall constitute an assignment.

7.15.2 This section shall not require the Board to offer any assignment in excess of 55 percent of a full-time annual load of scheduled duties in cases where the faculty employee lacks currency in additionally available assignment(s). For purposes of this article only, "currency" shall mean that the part-time faculty employee has had satisfactory division employment in the assignment for at least three quarters in the previous four years.

7.15.3 Notwithstanding the distribution process described in section 7.15 above, assignments made as concurrent sections shall follow the provisions established in Appendix V – Concurrent Sections.

7.15.4 Seniority on the reemployment preference list shall be a relevant but not controlling factor in the distribution of "late assignments," i.e., assignments that become available, or are added to the schedule of classes, in the last five academic days of the quarter (or summer session) immediately preceding the assignment, or anytime thereafter.

Termination of Reemployment Preference and Exemptions

7.16 A part-time faculty member shall retain his or her reemployment preference or service credit unless it is terminated pursuant to Sections 7.17, 7.18, and 7.19 of this article or the faculty member has had a break in service. A part-time faculty member has had a break in service if, for any reason other than that specified in Section 7.16.1, he or she has not completed an assignment at the college as a part-time faculty member for six or more consecutive quarters including any quarters covered under Section 7.3 and Sections 7.17.1 through 7.17.11.

7.16.1 For regular and contract faculty teaching under this article, any quarters of Professional Development Leave shall not be counted as part of the six or more consecutive quarters specified above.

7.17 The reemployment preference of a part-time faculty member in a division shall be terminated at a college if the faculty member declines an Assignment Contract in the division as described in Sections 7.4 and 7.5 of this article. However, this provision shall not result in the termination of reemployment preference when:

7.17.1 An assignment is cancelled because of low enrollment or low attendance;

7.17.2 The part-time faculty member is unable to accept or commence an assignment because of:

7.17.2.1 Verified illness or medical condition. In cases of a serious medical procedure or health condition of protracted duration that affects acceptance of an assignment, the part-time faculty member shall immediately contact the Dean. With appropriate medical certification documenting the medical necessity for leave during the period of assignment, the part-time faculty member may be granted a medical necessity exemption for purposes of accessing sick leave and retaining appropriate service credit for the assignment;

or

7.17.2.2 Other extenuating personal circumstances which the part-time faculty member and the appropriate dean mutually agree make acceptance or commencement impossible;

7.17.3 An assignment is cancelled for any reason other than misconduct or poor evaluation;

7.17.4 A faculty member fails to accept an Assignment Contract within the timelines established under Sections 7.4 and 7.5, provided that he or she accepts the Assignment Contract in accordance with Section 7.6;

7.17.5 The part-time faculty member turns down an assignment that is offered to replace another assignment that was cancelled;

7.17.6 The part-time faculty member accepts an assignment at another college in the District or in another division within a college before receiving an offer of an assignment from the college or in a division within a college where he or she has earned reemployment preference or service credit;

7.17.7 The part-time faculty member turns down an assignment that was offered under provisions of Section 7.5.2;

7.17.8 The part-time faculty member is a recipient of release time from his or her part-time assignment under Article 3.6;

7.17.9 The assignment is withdrawn because it is needed to fill the load of a contract or regular faculty employee under Section 7.13 or 7.14;

7.17.10 The part-time faculty member requests not to receive an assignment in a division because he or she has accepted a conflicting assignment in another college or university, provided the request is in writing, accompanied by proof of the conflicting assignment, and is received by the appropriate dean no more than five calendar days after the date on which the Notification of Assignment email was sent to the employee's District email address.

7.17.11 The part-time faculty member is also a probationary faculty employee in Phase I or Phase II of the tenure review process and requests not to receive an assignment in order to focus on the primary responsibilities specifically listed in the employment job description.

7.18 The reemployment preference or service credit of a part-time faculty member shall be terminated at a college if the President or his or her designee concludes that the part-time faculty member does not meet the standards of performance and academic excellence that are required of faculty employees by the District. The conclusion of the President shall be based upon:

7.18.1 An official evaluation as defined in Article 6 completed by an appropriate dean or appropriate faculty employee (as defined in Article 6) designated by the dean. Following the evaluation, the part-time faculty member shall be given an opportunity to meet with the appropriate dean and his or her designated faculty employee, if one was used, to discuss the evaluation and to define necessary improvements. The employee shall have the right to have an FA conciliator present at this meeting;

7.18.2 Written notification by certified mail to the part-time faculty member of the improvements necessary for continued employment by the college;

7.18.3 A second official evaluation by an appropriate dean in conjunction with either a regular faculty employee in the same or a related discipline designated by management or another administrator. The second evaluation shall not be performed until at least 20 school days following the written notification required by Subsection 7.18.2. The two-person evaluation team shall perform the evaluation visit together and collaborate in completing Appendix J1. The part-time faculty member shall be given an opportunity to meet with the appropriate dean to discuss whether or not the necessary improvements have been made. Before this meeting, the employee shall be informed of his or her right to have an FA conciliator present at this meeting.

The conclusion of the President shall be based on both evaluations and shall not be subject to review pursuant to the grievance procedures established by Article 5 of this *Agreement* unless an evaluation is arbitrary or capricious.

7.19 The reemployment preference or service credit of a part-time faculty member shall be terminated if the part-time faculty member fails to perform the normal and reasonable duties of his or her assignment or is otherwise guilty of misconduct as defined by Education Code Section 87732. Before the termination of reemployment preference or service credit pursuant to this provision, the part-time faculty member involved shall be given written notice of the cause for termination signed by the President, including a statement of the events upon which the cause is based, an opportunity to inspect the materials that are relevant to the matter, if any, and an opportunity to meet with the President or his or her designee to discuss the matter and present any reasons why the termination should not occur. If the reemployment preference or service credit of a part-time faculty member is terminated pursuant to this section, any current assignments of the faculty member may be terminated by the Board as prescribed in Education Code Sections 87484 and 87665.

Load

7.20 Each part-time faculty member shall meet, on time and regularly, all of his or her assigned duties.

7.20.1 A part-time faculty member shall be responsible for submitting grades as specified in Appendix Q of this *Agreement*.

7.21 A part-time faculty member who is a part-time faculty employee shall be employed to teach no more than 67 percent of the annual load of scheduled duties for a full-time regular faculty employee having comparable scheduled duties. The maximum quarterly load shall be 45 percent of a full-time annual load.

7.21.1 A part-time faculty employee may serve at any District location and may accumulate service credit in more than one division but in no case shall the part-time faculty employee exceed the 67 percent load limitation District-wide.

7.21.2 Only instructional assignments, librarian assignments, counselor assignments, and resource faculty assignments shall count toward the 67 percent load limitation for part-time faculty employees.

7.21.3 In accordance with Education Code 87482.5, the following shall not be used for purposes of computing the 67 percent load limitation for part-time faculty employees:

7.21.3.1 Service as a substitute on a day-to-day basis;

7.21.3.2 Service in professional ancillary activities including, but not limited to, governance, staff development, grant writing, and advising student organizations.

7.21.4 In accordance with Education Code Section 87884, a part-time faculty employee who participates in the Paid Office Hours Program described in Section 7.24 of this article shall not have those hours included for purposes of computing the 67 percent load limitation for that part-time faculty employee.

7.21.5 Any part-time faculty employee who is relieved of an assignment during the quarter because of the load restrictions contained in Section 7.21 shall be compensated as follows:

7.21.5.1 If the employee is relieved during the first week of the assignment, service credit and 50 percent of the salary he or she would have received for the assignment if it had been completed.

7.21.5.2 If the employee is relieved after the first week of the assignment, service credit and 75 percent of the salary he or she would have received for the assignment if it had been completed.

7.22 A part-time faculty member who is a contract or regular faculty employee may serve at any District location and may accumulate service credit in

more than one division, but shall be limited to two assignments per quarter District-wide pursuant to this article unless: 1) no other part-time faculty member with reemployment preference who is qualified for the assignment is able to accept the assignment; and 2) no other faculty member who is qualified for the assignment is able to accept the assignment.

Salary

7.23 Salary for part-time faculty shall be determined in accordance with the placement criteria for column and step on the appropriate salary schedule. Initial column and step placement is determined at the time of hire. It is the faculty employee's responsibility to provide all official transcripts and other required documentation in a timely manner to complete the placement determination. If documentation submitted later than the first three quarters of employment results in a change of initial placement, the faculty member shall not be eligible for retroactive compensation resulting from the change. Notwithstanding, errors in placement due to factors other than the faculty employee's failure to provide necessary documentation shall not be subject to this timeline governing retroactivity. After the initial placement determination, all column and step movement follows the provisions of the appropriate salary schedule.

7.23.1 Part-time faculty with teaching assignments shall be paid in accordance with the appropriate Part-Time Faculty Salary Schedule, Appendix B.1, Appendix C, or Appendix E of this *Agreement*. The salary shall be determined by the faculty member's column and step placement multiplied by the appropriate load factor for the course(s) that constitutes the faculty member's assignment. The load factors to be applied are those existent on January 9, 1996 unless these load factors have been changed through Article 9.6.

7.23.1.1 Effective Fall quarter, 2009, load factors shall be expressed in three-decimal places rather than four in accordance with the terms and conditions specified in the Memorandum of Understanding dated August 5, 2009.

7.23.1.2 Part-time faculty members teaching concurrent sections shall be compensated on Appendix C and in accordance with the thresholds and large class stipend (LCS) described in Appendix V – Concurrent Sections.

7.23.2 Part-time faculty members with non-teaching assignments shall be paid in accordance with the Part-Time Hourly Salary Schedule, Appendix G, of this *Agreement*.

7.23.2.1 Service as a "reader" for the ESL (English as a Second Language) Department and/or the Language Arts Division in the evaluation of "exit" and/or placement tests shall be compensated at the part-time faculty member's appropriate step and column placement on Appendix G paid in a manner similar to that of a casual assignment.

7.23.3 Each part-time faculty member who has been compensated at the top step (E) of the appropriate salary schedule for twelve (12) quarters of the regular academic year, after earning reemployment preference, shall be advanced to the longevity step (S) of the appropriate salary schedule, Appendices B.1, C, E, G. Step advancement shall be effective at the beginning of the thirteenth quarter of employment.

Paid Office Hours Program

7.24 Paid office hours for part-time faculty employees shall be governed by the provisions of Education Code Sections 87880 through 87885 which establish and define the Part-Time Faculty Office Hours Program. The program applies to part-time faculty employees only; it excludes regular and contract faculty teaching overload assignments and part-time faculty engaged in contract instruction. Participation of eligible part-time faculty in the program is voluntary and elected quarterly.

7.24.1 Eligibility in the program shall be determined on a quarterly basis. Each part-time faculty employee paid on Appendix C is eligible to participate during the quarters in which the part-time faculty employee teaches at least one assignment, as defined in 7.15.1. Participation shall require the part-time faculty employee to access the "Intent to Participate" form (Appendix S2) available via the District Portal in conjunction with the Assignment Contract. It shall be the responsibility of the part-time faculty employee to download and complete the form and file it with the Division Dean or appropriate administrator in accordance with the timelines specified in 7.24.3.1.

7.24.2 Part-time faculty participating in the program shall establish and maintain a regular schedule of office hours and/or planned method(s) of student consultation. During the first week of the quarter or in accordance with the timelines established in 7.24.3.1 below, participating faculty shall submit the "Intent to Participate Form" (Appendix S2) to the Division Dean or appropriate administrator. The form shall specify the time and location of the office hour (7.24.2.1) or the method(s) for student consultation (7.24.2.2). The faculty employee and the dean or administrator shall mutually agree on the schedule and/or planned methods. The dean or administrator may meet with the part-time faculty employee to discuss the proposed schedule or plan and, if necessary, decide upon a mutually agreeable alternative.

7.24.2.1 Normally, office hours for faculty employees with assignments on campus are "physical presence" office hours. Appropriate locations for office hours may include, but are not limited to, division offices, division labs, classrooms, tutorial centers, library, student council chambers, campus center, and, at the discretion of the individual regular or contract faculty, shared faculty offices. Faculty shall use professional discretion in determining the appropriate time and location of their office hours and shall specify this information in the course description (green sheet).

7.24.2.2 Faculty employees who teach through a distance learning delivery system, including online, shall provide for student consultation through one or more of the following methods: "physical presence" office hours, online synchronous office hours, instant messaging or equivalent means, email correspondence, telephone contact or instructor-student communication forums such as bulletin boards or chat rooms built into the course shell (for example, Etudes-NG or Catalyst). Distance learning faculty shall use professional discretion in selecting the appropriate method(s) of student consultation and shall specify those method(s) in the course description (green sheet) including the response time for asynchronous communication.

7.24.3 Participating part-time faculty shall be paid for one office hour for each week of assignment during that quarter regardless of the number of assignments. Compensation shall be determined by the appropriate step and column of Appendix G, the Part-time Hourly Salary Schedule.

7.24.3.1 Compensation for office hours shall be included in each regular pay period that the faculty employee participates in the program if the "Intent to Participate" form is received in the Division Office by Friday of the first week of the quarter. A form submitted in the second week of the quarter may result in a delay in compensation until the second regular pay period. Friday of the second week of the quarter shall be the deadline for faculty to elect participation in the program. In cases where an assignment is made after the beginning of the quarter, this deadline shall be two weeks from the start of the assignment.

This program shall be dependent upon the continuation of funding as described in Education Code Section 87885 whereby the State pays up to one-half of the District's total cost, provided that the amount claimed by all the districts in the state does not exceed the funding provided in the state budget. If a change occurs in the state funding to the District for this program, both FA and the District agree to re-open negotiations on the program.

Additional Compensation

7.25 Part-time faculty employees are eligible for additional compensation in the following ways:

7.25.1 Orientation. Prior to their employment in the District or as soon as possible thereafter, part-time faculty employees normally participate in an orientation session including an introduction to teaching at the college. The orientation shall be prescribed by the college but shall not exceed eight hours (compensated at the rate of \$25 per hour). In addition, part-time faculty may attend the orientation session on an annual basis.

7.25.2 Professional Development. The Board shall annually appropriate at least \$32,000 to support college-sponsored professional development activities for part-time faculty employees including, but not limited to, professional development workshops offered by the Staff Development Center on each campus throughout the year. Part-time faculty employees are paid a stipend for their participation in these activities. In addition, and through separate funding, part-time faculty employees are compensated for their attendance at College Flex Day, per the provision of Article 27.2.1.

7.25.3 Required Meetings. If a part-time faculty employee at the request of the Board is required to attend staff meetings, serve on professional committees, participate in co-curricular or extra-curricular activities of the college or in any other way serve beyond his or her part-time assignment, he or she shall receive additional compensation at the appropriate hourly rate as specified in Appendix G. For meetings which require no preparation or follow-up by the part-time faculty employee (e.g., flex day activities), such compensation for all part-time faculty who attend shall be at column one, step one of Appendix G regardless of the faculty employee's regular placement on the salary schedule. (This section may be reopened by either party at any time.)

Benefits and Leaves

7.26 Benefits for part-time faculty members shall consist of the following:

7.26.1 Leaves in accordance with the provisions of Article 16.

7.26.2 Paid health benefits for part-time faculty employees in accordance with the provisions of Article 22A.

7.26.3 State Disability Insurance (SDI). The SDI program shall be funded entirely through employee contributions with no financial impact on the District (other than the administrative cost of establishing payroll deduction under Article 3.3.3). In the event that a change occurs in the SDI funding model, FA and the District agree to re-open negotiations on the program.

Retirement Plans

7.27 The Board shall provide a District Retirement Program for Part-Time Faculty Employees that meets the federal mandates set forth in OBRA 90 (Omnibus Budget Reconciliation Act of 1990) and also qualifies thereby as an "Alternative Retirement Plan." The District program shall include the following:

7.27.1 Mandatory enrollment of the part-time faculty employee in one of the programs specified in Subsection 7.27.2 as provided by law, unless he or she is also a regular or contract faculty employee enrolled in STRS, in which case section 7.27.1.1 shall apply.

7.27.1.1 Effective July 1, 2002, regular and contract faculty employees enrolled in the STRS Defined Benefit Plan who teach under Article 7 shall have the STRS contributions on their part-time earnings credited to the DBS (Defined Benefit Supplement) Program when their service exceeds one full year's service credit.

7.27.2 The part-time faculty employee shall have the option of selecting one of the following:

7.27.2.1 FICA: a federally mandated program (Federal Insurance Contributions Act, i.e., Social Security Agency);

7.27.2.2 STRS (State Teachers' Retirement System) Defined Benefits Plan: a state mandated program; or

7.27.2.3 STRS (State Teachers' Retirement System) Cash Balance Plan: a plan created for part-time and substitute educators, effective on July 1, 1999; or

7.27.2.4 Available January 1992 through June 2007 only, PARS: the District sponsored "Alternative Retirement Plan" (Public Agency Retirement System).

These options shall be available to each new hire for his or her election.

7.27.3 Since a part-time faculty employee is subject to OBRA 90 regulations upon employment, a new employee shall select among the retirement plan options prior to or upon the beginning date of employment.

7.27.3.1 After the initial selection, an employee may elect to change at any time from a non-STRS program to either the STRS Defined Benefit Plan or the STRS Cash Balance Plan. STRS regulations prohibit an employee from changing from the Defined Benefit Plan to the Cash Balance Plan. A one-time only change to any available plan other than STRS may be made unless prevented by statute or by government regulations. This information shall be provided at the time of initial selection.

7.27.4 Any part-time faculty employee who does not exercise his or her election under Section 7.27.2 shall, by default, be enrolled in the STRS Cash Balance Plan.

7.27.5 Part-time faculty employees who have retired from STRS or PERS are not required by law to be enrolled in a retirement plan and are not eligible for enrollment in PARS.

7.27.6 It is the understanding of the Board and FA that the District is permitted by law to calculate both STRS and PARS, using "pre-tax dollars." FICA (Social Security) is, by law, "after-tax dollars."

7.27.7 The STRS Cash Balance Plan requires a total contribution of 8 percent of gross salary: 4 percent from the District and 4 percent from the employee. Cash Balance participants have an immediate vested right to their contribution and the employer's contribution. The Cash Balance Plan is portable between the different districts that offer it. Benefits shall be available to employees upon retirement, disability, or termination of employment.

7.27.8 PARS, the District-sponsored Alternative Retirement Plan, requires a total contribution of 7.5 percent of gross salary: 3.75 percent from the District and 3.75 percent from the employee.

7.27.8.1 For purposes of the "Alternative Retirement Plan" only, the definition of "break-in-service" (six consecutive quarters) contained in Section 7.16 of this article shall be used for the definition of "termination" under the PARS plan, and thus qualification for the distribution of total benefits.

7.27.8.2 Retirement, death, or medical disability shall also qualify the part-time faculty employee for full and immediate distribution of benefits from PARS. A letter to the District stating the part-time faculty employee's decision to resign and permanently sever relations with the District, thereby forfeiting all rights under Article 7 of the *Agreement*, shall be the condition under which the faculty employee "retires."

7.27.8.3 The Board and FA agree that the District shall, in addition to its own internal costs, pay up to an annual maximum of \$25,000 for all PARS fees charged for the implementation and operation of the part-time faculty employee retirement program.

7.27.8.4 In the event that the PARS fees exceed \$25,000 per year, the parties agree to renegotiate these fees.

7.28 This article shall not apply to any summer session or intersession.

7.29 The Board shall post a copy of "Employment Opportunities" each week in the mailrooms of each College, Middlefield campus, and the District Office with a copy to the Faculty Association. In addition, each Position Announcement of a contract, regular or full-time temporary position in the bargaining unit shall be posted on the District Employment Services Website.

Parity Definition

7.30 The District's parity definition, including pro rata duties and compensation, implementation procedures and timelines, funding conditions and provisions, and associated projected costs, shall be incorporated into this article in accordance with the terms and conditions specified in the Memorandum of Understanding dated February 27, 2008 and attached to this *Agreement*.

Separation from Employment

7.31 Part-time temporary faculty employees who elect to terminate employment under this article or who wish to resign from the District for the purpose of initiating benefits as a retiree under STRS or PERS shall submit Appendix S3 to the Division Dean or Division Office prior to the effective date of their resignation from the District and/or retirement under STRS or PERS. This provision shall be entirely separate from the procedures implemented under Article 7.16, 7.17, 7.18, and 7.19. Initiating separation from employment under this section shall not constitute application for STRS/PERS retirement or cash distribution of benefits; to commence such an action, the faculty employee shall communicate directly with the appropriate retirement system.

Re-opener

7.32 Either the Board or FA may reopen negotiations on this article at any time by delivering a written request to reopen to the other party.

Note: While this article contains most of the pertinent information concerning "Part-time faculty employees," the following articles also contain relevant information:

Article 6
Article 8
Article 16
Article 22A
Article 24
Article 26
Article 27
Article 28
Article 34
Article 36
Article 37