This document was prepared to provide new and continuing faculty an easy reference to information critical to performance as a faculty member at Cabrillo College. This is the 27th edition of the Guide, and I hope you find it useful in answering your questions. The College Catalog and the College Policy Manual are available for more complete information.
# Table of Contents

Welcome and College Mission ........................................................................................................... 3  
Designing the Course and Preparing for the First Class ................................................................... 4  
  Course Outlines and Ordering Textbooks ......................................................................................... 4  
  Blackboard Shells for Online Instruction ......................................................................................... 4  
  Course Design and Syllabus ............................................................................................................. 5  
  Keys and Parking Permits ............................................................................................................... 6  
  WebAdvisor .................................................................................................................................. 6  
Census Information ............................................................................................................................ 7  
Instructor Responsibilities .................................................................................................................. 8  
  Add Codes ...................................................................................................................................... 8  
  Dropping Students during the Semester (after census) ................................................................. 8  
  Scheduling Breaks ......................................................................................................................... 9  
  Sharing the Classroom ................................................................................................................... 9  
  Field Trips ...................................................................................................................................... 9  
  Final Exams ................................................................................................................................... 9  
  Grades ............................................................................................................................................ 10  
  Grade Changes ............................................................................................................................... 10  
  Student Learning Outcomes and the Core Four ............................................................................ 10  
Classroom Management and Resources for Instructors and Students ........................................... 11  
  Student Referral Forms .................................................................................................................. 11  
  Student Mental or Physical Health Issues ...................................................................................... 12  
  Emergencies or Crisis Situations ..................................................................................................... 12  
Campus Resources ............................................................................................................................ 13  
  Teaching & Learning Center (TLC) ................................................................................................. 13  
  Library .......................................................................................................................................... 13  
  Help Desk ...................................................................................................................................... 14  
  Disabled Student Program and Services (DSPS) ............................................................................ 14  
  Extended Opportunity Programs and Services (EOPS) & Cooperative Agencies Resources for  
  Education (CARE) ....................................................................................................................... 14  
  Learning Skills Program ................................................................................................................ 15  
  Math Learning Center (MLC) .......................................................................................................... 15  
  Reading Center .............................................................................................................................. 15  
  Computer Technology Center (CTC) ............................................................................................... 15  
  Tutorials Center ............................................................................................................................. 15  
  Duplications ................................................................................................................................... 15  
  Copyright ....................................................................................................................................... 16  

Welcome and College Mission

Welcome and thank you for joining the Cabrillo community! You are now part of an institution that takes pride in having served the Monterey Bay Area since 1959.

The college is named after the 16th century Spanish/Portuguese explorer of the Central Coast region. The college moved to its Aptos campus in 1962, strategically located almost halfway between Santa Cruz and Watsonville, and soon grew into one of the county’s most important cultural institutions. A number of successful bond measures have allowed for the expansion of the Aptos campus to its present size. The college also established a major presence in the city of Watsonville with the opening of the Watsonville Center in 1987.

Cabrillo benefits from the outstanding support of the community. Everyone connected with the college understands what a wonderful place of learning it is and what a special role it plays in the county and the state as a world-class community college. The college’s high academic and personal standards, collegial approach to governance and problem-solving, focus on meeting student needs and supporting their success, and appreciation for the Monterey Bay Area community that has supported us, are often collectively referred to as “The Cabrillo Way.”

Mission Statement
Cabrillo College is a dynamic, diverse and responsive educational community dedicated to helping all students achieve their academic, career, and personal development goals.

Vision Statement
Cabrillo College is passionate about developing critical thinking, honing oral and written communication and enhancing global awareness, while cultivating personal and professional responsibility in our students. Exploration, innovation, creativity, and implementation of a variety of teaching methods, including technology literacy, are hallmarks of our approach to learning. We help students of varying skill levels achieve their potential, and consider everyone in the college part of a community of learners who are treated with dignity and respect. Cabrillo College supports a climate of diversity, self-empowerment and sustainability, with a strong sense of social justice.

As an integral part of Santa Cruz County, Cabrillo College is an accessible gateway to prosperity that provides education for all, supporting the local economy and improving economic vitality. We serve students who have goals of transfer, career preparation, basic skills, personal fulfillment and retraining through an inclusive and effective learning environment. Students will leave with greater knowledge and a richer expectation of themselves.

College Core Competencies
To achieve our mission, the Cabrillo College community works together to help students master our four college competencies. The Core Four represent the major skills that all students need to succeed. The college is committed to fulfilling this promise. When our students have met the requirement for the A.A. or A.S. degree requirements or have completed the general education sequence, they will be competent in:
- **Communication:**
  Reading, Writing Listening, Speaking and/or Conversing

- **Critical Thinking and Information Competency:**
  Analysis, Computation, Research, Problem Solving

- **Global Awareness:**
  An appreciation of Scientific Processes, Global Systems and Civics and Artistic Variety

- **Personal Responsibility and Professional Development:**
  Self-Awareness, Social and Physical Wellness, Workplace Skills

A more detailed description of the Core Four can be found on the SLO website at: [College Core Four](#)

## Designing the Course and Preparing for the First Class

### Course Outlines and Ordering Textbooks

The first things you need to do for each class are read the course outlines (available from your division office or program chair) and order books. After you have a clear sense of the material you’ll cover, you can start designing your course.

Choosing books can be a challenge. Feel free to consult with colleagues about what books they use and how much reading they assign, but remember that the course is yours and you should teach it the way that works best for you.

Faculty at Cabrillo are very sensitive to the financial challenges many of our students face, and we try to keep costs down when ordering texts. That said, if you feel that one textbook is much better than the others and it costs more, don’t hesitate to order it. In other words, your professional judgment is more important than saving $20-50 in textbook costs.

The bookstore has a requisitions page, or you can email Wendy Hamilton directly to order books for your course (wehamilt@cabrillo.edu). Include the course title, section number and books with title, author, edition, ISBN and whether the book is required or optional. The sooner you get your textbook requests in, the more likely the bookstore is to get used, and thus less expensive copies. Please also request a desk copy or two from the publisher, and put at least one copy on reserve in the library. If you are unable to secure a desk copy for reserves, let the library reserve specialist know as the Student Senate has allocated funds for reserve copies of expensive (over $50) textbooks when needed.

It is good practice to check the Cabrillo bookstore website a week or so after you’ve requested books to make sure the listings are correct. Many students will want to buy their books from online sources. They can get the ISBNs from the Cabrillo bookstore’s website to make sure they are getting the right book.

### Blackboard Shells for Online Instruction

Cabrillo is using Blackboard as its course management system for online and partially online instruction. You will want to request Blackboard shells on the TLC website
(http://www.cabrillo.edu/services/tlc/) if you are going to use Blackboard. If you haven’t used Blackboard before, you need to attend the Blackboard training workshops usually held in the days before Flex week. If you just want some updates or need help on any technology-aided instruction, the TLC offers one-on-one training for new faculty as well as regular group workshops.

**Course Design and Syllabus**

Before actually creating your course syllabus and after you’ve reviewed the course outlines through the division office, you will need to make some decisions about how you want to structure your course. The best thing to do is to seek out and talk with other members of the department, your program chair, or your dean. Ask other faculty members how they structure their courses. How much and what kind of reading is assigned? What kind of student projects or writing do they assign in their classes? How high should you pitch the class? (Too high and you risk losing them from the outset, too low and the students may not push themselves to grow and learn.) Ultimately, each teacher has the academic freedom to structure the class as he/she sees fit – within the content and method restrictions of the course outline. However, talking to your colleagues can be a great help to you as you build your course and as you confront challenges throughout the semester.

Link to Toolkit and Best Practices Website: (coming soon)

A clearly organized syllabus helps both faculty and students succeed. There are many styles of syllabi, but a few things are mandatory:

- **Student Learning Outcomes (SLOs)**
  Each syllabus must list the Student Learning Outcomes for the class. (For more details on SLOs please see Instructor’s Responsibilities section below).

- **A Disability Statement**
  DSPS provides a model statement for syllabi as follows:
  “Students needing accommodations should contact the instructor ASAP. As required by the Americans with Disabilities Act (ADA), accommodations are provided to ensure equal opportunity for students with verified disabilities. If you need assistance with an accommodation, please contact Disabled Student Services, room 1073, 479-6379, or Learning Skills Program, room 1073, 479-6220”.

- **Office Hours**
  Policy on when and how many office hours you hold is determined by CCFT union contract (Article 11.1.3, link available). Generally, full-time faculty must hold five (5) office hours per week, scheduled over four or five days and contiguous to classes taught, including night classes. Adjunct faculty will hold a proportional number of hours. Check with your division office to make sure you are in compliance, and then list your office hours on your syllabus, office door and on your SALSA page (discussed below).

- **Grading Criteria**
  Note that Cabrillo does not offer +/- grades.

- **Materials Fees and Arranged Hours** (if applicable)
  Make sure these exactly match those in the schedule of classes

- **Key College Deadlines**
Many faculty find it helpful to list add/drop and withdraw deadlines, financial aid deadlines and the college’s policy of dropping students who miss more than two weeks of class.

When you’ve completed your syllabus you may choose to duplicate it and pass it out in class, or offer it in an online format or both. The college strongly encourages us to be as paperless as possible. You also need to send an electronic copy (one for each class section, not each course that you teach) to the central IDA (Instructional Division Assistant) at beruiz@cabrillo.edu. Syllabi should be updated and revised every semester and are due to the central IDA by the census date.

Sample Syllabi: The following are two examples of the minimum required information for a course syllabus. Reminder: It is a requirement to revise and submit the syllabus every semester. Links to sample syllabi: Syllabus Template; Sample Syllabus_English

Keys and Parking Permits
The division office staff will give you a key to the classroom and also a key to the technology in the classroom. It is a good idea to check out your classroom ahead of time, and ask a colleague or division staff to orient you to the technology and features of the classroom. If something in the classroom is not working well, ask for assistance from the Information Technology [IT] HELP Desk (helpd@cabrillo.edu) ASAP so that it can be dealt with before classes begin. Division staff are often able to assist or at least communicate with other faculty who use the room.

Annual parking permits are required for parking on campus both day and night. All lots are clearly marked with signs that indicate at what times students, staff or visitors can use that particular lot. Staff members are entitled to two parking permits: the first parking permit is free, and the second costs $2.00. You must bring your new hire letter or staff ID (obtainable from the Human Resources Department during your orientation process) to pick up a parking permit from the College Bank, located in the 100 building.

WebAdvisor
Cabrillo’s registration and recordkeeping program is called WebAdvisor. This is the platform you use to get your roster, waitlist, add codes, file your census (usually due at the end of the second week) drop/withdraw students, and submit your grades at the end of the semester. WebAdvisor also lets you email students in a class, or the whole class.

It is a good practice to email the class 2-3 weeks before the semester begins, with a welcome note and information such as the books they will need for the semester.

To access WebAdvisor on campus, simply open your browser and type “wave” in the address box. If you are accessing WebAdvisor from off campus, click on WebAdvisor at the bottom of Cabrillo’s homepage. All faculty WebAdvisor accounts use this format: User ID is first initial, middle initial, full last name. Your initial temporary password will be your birth date (mmddyy e.g.: 121772). You may want to enter a hint for your new password.

Opening Rosters
Up to the first day of the semester, WebAdvisor will let students enroll in your class until it is full, after which students will be added to the waitlist. When a space opens in the class,
WebAdvisor automatically invites the first student on the waitlist to take the spot. If they do not respond in the allotted time period, WebAdvisor will then invite the next student on the waitlist. Because waitlists and rosters are very fluid and dynamic, there will sometimes be students on the waitlist when it looks like there are open spots in the course.

Students can add/drop online until midnight the day before the semester starts. Rosters created before this deadline may be inaccurate at the first class meeting. If you can, download or print your course rosters (from WebAdvisor) after that midnight deadline but before the first class meeting.

**Confidentiality**
Federal and state law requires that most student information remain confidential. Treat it as if it were your personal credit card data. Be sure you log out of WebAdvisor whenever you leave your computer by clicking on the “Log Off” tab. A message tells you that you are logged out and suggests that you close your browser. Be sure to shred all paper copies of any materials that include confidential student information. Bulk shredding services are available on campus. Check with your division office staff about making use of those services.

**Salsa**
Your online campus directory account is created by the Salsa administrator in your division office. Once they create an account for you, you can log in and add any appropriate information, links, a photo, etc. It is your responsibility to post your office hours by the end of the second week of each semester.

**Census Information**

**Census & Census Reports**
The College is required to report its census (the total number of students enrolled after 20% of the term has passed) to the state for apportionment (payment) calculations. **Be sure to withdraw “no-show” and non-attending students on or before the census date, so we do not inappropriately collect state funding. It is imperative that you turn in your census report on time.**

**Adding/Dropping Students (when the semester has started but before census)**
All classes at Cabrillo have a maximum number of students. Faculty are obligated to add students up to the maximum enrollment expected for the class. On the first day of class, it is likely that a few students on the roster will not be present. It is Cabrillo’s policy that students who do not attend the first class meeting will be dropped if there are students attending who want to add the class. If there is room for students to add, you should first add students from the waitlist, and then students whose names are on neither the roster nor the waitlist, until the class is full.

Some students who miss the first day will come later in the week or the following week, it is up to your judgment (and the fullness of the class) to decide whether to give them an add code at that point. **State law requires faculty to drop any student who has never shown up for a class session.**
For online classes, instructors may drop students who have not completed the required orientation OR contacted their instructor by the end of the day of the published start date.

Ensure all Students are on the Roster by Census
Make sure that all students attending a class are on the roster. It is helpful to have students turn in work before the census day (and for you to grade it and cross-check it with your current roster) to make sure that all students who think they are enrolled are indeed on the roster. If anyone turns in work but is not on the roster, you will want to contact them before census so that they have time to rectify the situation. Having assignments turned in, graded and returned before census day also gives students a sense of whether this class is the right level for them.

Late Adds
If a student is not on the roster but through some misunderstanding has been actively attending and you want to add them to the class after census, you have to fill out a Late Add Slip. The student must bring the Late Add Slip to Admissions & Records for processing as soon as possible. There will be no Late Adds accepted past the 75% deadline, even if the student has been in attendance the whole semester. Late adds cause a lot of administrative and financial aid problems.

Instructor Responsibilities
Providing quality education is our top priority. College teaching is a highly demanding profession. It requires not only expertise in your field but also creative use of instructional techniques, good judgment, an open mind and a keen interest in students. Cabrillo’s outstanding reputation is based on the faculty fulfilling these responsibilities with integrity, energy and good humor.

The first day of class sets the tone for the whole semester, so be yourself and have fun.

Add Codes
You add students by giving each of them a four-digit add code, usually in person or via email after the first class, for them to use when they add the course through WebAdvisor. These codes are course-specific and available on WebAdvisor. You should keep a record of the name of each student to whom you give an add code. Add codes can only be used for the first two weeks of semester-long courses.

Students with valid add codes may be blocked from adding if they don’t meet the course prerequisite, are on academic or progress dismissal, or have any hold on their record for financial or administrative reasons. Please direct students with questions about such blocks to Admissions & Records.

Dropping Students during the Semester (after census)
The college catalog states, “it is the student’s responsibility to officially withdraw from classes by published deadlines to avoid failing grades.”
Faculty have the option to drop students who have excessive absences. Excessive absence is defined as missing more than the equivalent of one week of course meetings. You may drop them via WebAdvisor. Please note, it is your prerogative to drop students who miss the equivalent of one week of class, but most faculty at Cabrillo draw the line at two weeks.

All drops (faculty or student withdrawals) must be processed prior to completion of 75% of the course. After that point in the semester, a grade must be assigned.

**Scheduling Breaks**
Here are some of the guidelines from the California Community Colleges Chancellor’s Office manual:
- Instructors must allow a 10-minute break for every 50 minutes of class time when a class meeting exceeds 2 hours.
- A class cannot go longer than 1.5 hours without taking a break if the class meeting is longer than 2 hours in total.
- There does not need to be a break in the last hour of a class.
- A lunch break of at least 30 minutes is required for classes exceeding 5 hours.

Please talk to your PC or Division Dean if you have any questions regarding break times.

**Sharing the Classroom**
At the end of your class meetings, please erase the boards and turn off the lights and computers. If you have moved desks/chairs or disconnected equipment, please return the room to its original/default position. With as little as ten minutes between classes, it can be a push to vacate the room, especially as the end of class is a time when many students want to check in with you. Be aware that there is usually another class right after yours, and that the professor of that class is eager to get their materials in place etc. The college culture expects that the instructor vacating the room and the instructor entering the room split the passing time between classes. For example, if there are ten minutes between classes, the incoming instructor should be able to access all of the classroom equipment five minutes before their class begins. Be sure to lock up all electronic equipment unless the instructor who follows you has asked you not to.

**Field Trips**
The college encourages creative teaching and hands-on learning, and field trips are a wonderful way to get students energized about the course material. When organizing a field trip, it is important to plan ahead so that you have time to do the paperwork, which includes getting each student to sign a liability waiver. Field trip forms and the other relevant paperwork are available online. You will also need to have your dean’s approval at least one week before the field trip. [Field Trip Forms]

**Final Exams**
Faculty are required to meet with students and conduct an educational activity during the scheduled final exam time. Most faculty give final exams during this period, some do other types of wrap-up activities. Any changes to the final exam schedule must be discussed and
agreed upon by all students in the class, have written approval of the dean, and the Office of Instruction must be notified.

**Grades**
Grades are due at midnight the Monday after finals week ends, and are submitted through WebAdvisor. **Incompletes** can only be given if a student has completed at least 75% of the assignments for the course with passing grades and has extenuating circumstances as spelled out in the catalog. When giving an incomplete, both you and the student have to sign the form and turn it in by the day grades are due. Be sure you have a clear understanding (ideally in writing) with the student about what is required to clear the incomplete.

**Grade Changes**
If you make an error on your final grades, (it happens to the best of us), fill out a grade change form (division office) and give it to your dean for approval. After approval, the dean forwards it to A&R.

**Student Learning Outcomes and the Core Four**
Student Learning Outcomes (SLOs) are an integral part of all assessment at Cabrillo. Not only are they used to assess students’ improving skills, but they are also an important part of our faculty development, departmental culture and the process we use for reviewing all departments on campus. All faculty and staff at Cabrillo assess SLOs but CTE (Career Technical Education) departments and Transfer/Basic Skills departments have different assessment tasks. CTE programs assess the SLOs for every course they offer and each of their certificate and degree SLOs. Basic Skills and Transfer departments assess each of their course SLOs, along with the SLOs for our AA degrees and General Education programs which are known as the Core Competencies or “Core Four” (see below).

**No matter what type of department you teach in, departments have developed SLOs for all courses, and these must be listed on each syllabus.**

Department discussions of teaching and learning are guided by our SLOs. All faculty participate in regular assessment of how each course and the department as a whole are supporting students in meeting our SLOs. In any semester, usually at least one per year, you may be asked to assess one SLO for either a course, a certificate (CTE programs) or one of the college’s core competencies. You, as a faculty member, conduct the assessment during the semester, and then your department has a discussion about results for all courses assessed. This departmental assessment usually happens during FLEX week, but can be scheduled for other times. There is a specific process for assessing SLOs. Your program chair or dean can guide you in the process. Each year the departmental discussions of assessments must be documented and sent to the Office of Instruction for inclusion in the department’s program plan and its annual update.

Information on Cabrillo’s SLO process can be found on-line at: [SLO Website](#)
The “how-to” workbooks on the left-hand side of the page may be especially helpful.

**Rubrics**
Many faculty have found their grading, assessing and student learning improved by the use of grading rubrics. There are myriad styles of rubrics which work differently for different faculty
members and courses. If you’d like support in developing rubrics for your assignments, please consult your program chair or Marcy Alancraig, the SLO Coordinator.

Marcy Alancraig is our SLO, Core Four and rubrics guru, and is always ready to support new (and current) faculty in meeting our commitment to SLOs. She can be contacted at maalancr@cabrillo.edu or at any of the numerous campus-wide committees on which she serves. A wealth of information can be found on Cabrillo’s SLO website, SLO Homepage

Classroom Management and Resources for Instructors and Students

Cabrillo gives faculty a great deal of support in dealing with classroom management issues while also balancing the rights of students enrolled at the college. Our goal is to maintain a healthy learning and working environment for all Cabrillo students and personnel. For complete information on Cabrillo’s policies, please consult the Cabrillo College Student Rights and Responsibilities Handbook on the Student Services Webpage. Student Services

Student Referral Forms
There are three referral forms for faculty at this website: 1) Disruptive Behavior, 2) Academic Dishonesty, and 3) Concern for Student. Student Referral Forms

Disruptive Behavior
In the classroom, challenges to a healthy learning environment generally fall into two types: disruptive behavior and academic dishonesty. The college follows similar guidelines when dealing with these problems. Some Cabrillo students are genuinely unfamiliar with behavioral expectations in college classrooms. It is very useful to lay out your expectations the first day of class, both in your syllabus and in your introduction to the course. Many students will respond immediately. If you notice inappropriate behavior after the first day, oral warnings, or sometimes written warnings, with another explanation of your expectations and the potential consequences of continuing misconduct are often the next step. If the behavior is egregious or persistent, consult with your division dean to strategize and fill out the appropriate paperwork. http://www.cabrillo.edu/services/studentaffairs/StudentAffairsFORMS.html

If behavior during a class meeting is quite disruptive, you may ask the student to leave the class session. As soon as is feasible, ideally immediately after the class ends, it is important to consult with your division dean and also to fill out a Disruptive Student Report Form.

Academic Dishonesty
Academic dishonesty comes in many forms. As with behavioral expectations, many students are not aware of college-level expectations and may be especially unaware of the potential consequences of dishonest behavior. It behooves us all to make our expectations and consequences clear and consistent at the beginning of each semester, in our syllabi and in our introductory comments. Often, that is enough, but sometimes a personal intervention, oral warning or conversation is necessary, particularly if you suspect academic dishonesty but cannot prove it. If you have evidence of cheating, you have a number of options, from giving the student an F on the assignment to requiring the student to have a conference with the Dean of Student Services. For any of these options, the faculty member needs to consult with
their division dean and fill out the appropriate form. The student will then be part of the
disciplinary process outlined in the Student Rights and Responsibilities Handbook mentioned
above.

Reporting an infraction of the college’s Academic Honor Code to the Dean of Student Services
allows the college to identify students who persist in academic dishonesty. Cabrillo has a
tracking system for students who have been warned by more than one instructor of the
consequences of their behavior. Please contact the Dean of Student Services, Sesario Escoto,
for details: seescoto@cabrillo.edu

These situations can be among the most discouraging we encounter in our careers.
Remembering that the college supports you in holding up behavioral standards and not
tolerating academic dishonesty may help. Another strategy is to make sure you focus your
attention on the large majority of students who are working hard to meet college standards of
academic work and professional behavior.

**Concern for Student**
In addition to these disciplinary matters, Cabrillo has a “Concern for Student” form which is
used when a student has not been disruptive or dishonest, but you have noticed a change in
their performance, behavior, or personal appearance that concerns you. You are certainly
welcome to address the student yourself, but in some cases you may not want to or you may
feel that you are unprepared to get the student the help s/he seems to need. That is the time to
get the Dean of Student Services, Sesario Escoto, involved either by phone, email or filing a
‘Concern for Student’ form. Dean Escoto or one of his colleagues will make contact with the
student to assess the situation. If you know the student is getting services from DSPS, their staff
is also happy to contact a student if you have concerns.

**Student Mental or Physical Health Issues**
Many (if not most) students are not aware that Cabrillo has a highly effective Student Health
Service that is open every day and free to all enrolled students. Health Services professionals
deal with a full range of medical issues and support students who need referrals or other
services to address their situations. Students are often very grateful to be told about the
availability of health care at the clinic, which can often make the difference in their academic
success. Please consult: [http://www.cabrillo.edu/services/health/](http://www.cabrillo.edu/services/health/)

If you suspect or are told that a mental health challenge is inhibiting a student’s success at
Cabrillo, please refer the student to the Student Health Services where there is free mental
health counseling available. In cases where a counselor is not immediately available, the health
care practitioners at the Health Center can also provide assistance.

**Emergencies or Crisis Situations**
If you observe a crisis or emergency, please call 911 immediately, and ask those around you to
contact the Sheriff’s office (831-479-6313 or 831-212-8464) and the nearest senior
administrators.

In case of a natural disaster or crisis of any kind on campus, the Crisis Management Team, made
up of senior administrators, will give instructions on what should be done.
The document “Crisis Intervention Procedures” can be downloaded from the Student Services Homepage [https://www.cabrillo.edu/services/studserv/](https://www.cabrillo.edu/services/studserv/)

**Sheriff’s Office**
The Sheriff’s Office is responsible for public safety issues at Cabrillo. They can be reached at 479-6313 (non-emergency, 8-5), the dispatcher at 471-1121 or reached at: [https://www.cabrillo.edu/services/sheriff/](https://www.cabrillo.edu/services/sheriff/)

**Other Law Enforcement Officers**
It occasionally happens that a law enforcement officer will ask to speak to you or a student during the course of a class meeting. The college strongly advises you to comply with such requests, as such interruptions are only authorized when there is a pressing safety concern.

**Campus Resources**

Cabrillo has a number of support services for faculty and students. Here is a list of resources you can call on for yourself and your students:

**Teaching & Learning Center (TLC)**
The TLC supports faculty training in the development of teaching and learning resources for use in the classrooms, labs and in online instruction. The TLC offers workshops and resources on how to use the latest software programs and loans out digital cameras, laptop computers and projectors for special projects and presentations. The TLC is located in Rooms 1095 and 1096, on the ground floor behind the Robert E. Swenson Library, and is open Monday-Thursday 8:30 a.m. -5:00 p.m. and Friday 9:00am – 1:00pm during the semester. TLC: 479-5030; webpage: [http://www.cabrillo.edu/services/tlc](http://www.cabrillo.edu/services/tlc).

**Library**
The library offers many key resources and services for faculty, both online and in person. It is located on the main floor of Building 1000, and is open Monday-Thursday 8:00am – 8:00pm and Friday 9:00am – 4:00pm during the semester. Library phone: 479-6473; webpage: [http://www.cabrillo.edu/services/library/](http://www.cabrillo.edu/services/library/).

- **Applying for a Library Card**
  Faculty may apply for a Cabrillo library card in person at the library or the Watsonville ILC, or online at [http://www.cabrillo.edu/services/library/services/libcardapp.html](http://www.cabrillo.edu/services/library/services/libcardapp.html).

- **Classroom Instruction Sessions**
  Faculty are encouraged to request course specific presentations on information resources for any discipline area or program area taught at the college. Please call a librarian to schedule a session, either in the library’s 25-computer classroom or in your own available smart classroom.

- **Course Reserve Materials**
  If the cost of a required textbook is over $50, a single copy of those textbooks will be on reserve at the library. Most of the reserve textbooks are located in the library on the Aptos
campus. The textbooks for CIS, CS, CABT and DM courses are on reserve in the CTC in Aptos. For courses taught at the Watsonville Center, a copy will be on reserve at the Integrated Learning Center (ILC) or the Watsonville CTC. This textbook loan program is funded by a generous annual $15,000 grant from the Cabrillo College Student Senate.

- **Placing Your Course Materials on Reserve at the Library**
  Faculty may place personal or library materials on reserve as required reading for courses. Additional information on the library’s course reserve services may be found at [http://www.cabrillo.edu/services/library/services/reservesfaculty.html](http://www.cabrillo.edu/services/library/services/reservesfaculty.html).

- **Book and Video Requests**
  Faculty are encouraged to contact and work with the appropriate librarian for the purpose of selecting print and video materials to add to the library collection. For the name of the liaison librarian assigned to a discipline area or program, please check the list at [http://www.cabrillo.edu/services/library/services/collectiondev.html](http://www.cabrillo.edu/services/library/services/collectiondev.html).

- **Additional Library Services for Faculty**
  Information about available online databases, inter-library loan service, and borrowing privileges at UCSC for faculty may be found at [http://www.cabrillo.edu/services/library/services/facultyinfo.html](http://www.cabrillo.edu/services/library/services/facultyinfo.html).

**Help Desk**
The Information Technology Help Desk provides help for all technology-related problems with office or classroom technologies. You can reach them by telephone at 479-6392, (ext. 6392) or online at [http://it.cabrillo.edu/](http://it.cabrillo.edu/)

**Disabled Student Program and Services (DSPS)**
DSPS offers a variety of services. These include: counseling and advising, tutorials, interpreters, note takers, special classes, special equipment, on-campus transportation, special parking, priority registration, test proctoring and other test accommodations, liaison with local, state, and federal agencies, specialized adaptive equipment, a High Tech Center with computer adaptations and adaptive physical education. For more information, call: 479-6379. DSPS is located on the second floor of Building 1000. [http://www.cabrillo.edu/services/dsps/](http://www.cabrillo.edu/services/dsps/)

**Extended Opportunity Programs and Services (EOPS) & Cooperative Agencies Resources for Education (CARE)**
Extended Opportunity Program and Services (EOPS) is a state funded program designed for full time Cabrillo students identified as economically and educationally disadvantaged. Services available to eligible students include orientation; financial assistance; academic skills assessment; personal, vocational and transfer counseling; educational and career planning; student advising; tutorials, study skills, campus resources, community agency referrals, university field trips and book vouchers.

Cooperative Agencies Resources for Education (C.A.R.E) offers single parent students childcare grants, meal cards, textbook assistance, and other services. Interested students may contact the EOPS Office, room 907 and 910 or call 479-6305 for more information. EOPS/CARE webpage: [http://www.cabrillo.edu/services/eops/](http://www.cabrillo.edu/services/eops/)
Learning Skills Program
The Learning Skills Program serves students with specific Learning Disabilities. Students may be self-referred or referred by instructors, counselors, and community agencies. Individual diagnostic testing or documentation from an outside agency determines a student’s eligibility and needs. Individualized recommendations will be based on the results of this assessment. The Learning Skills Program is located upstairs in Building 1000. The phone number is 479-6220. http://www.cabrillo.edu/academics/learningskills/

Math Learning Center (MLC)
The MLC provides free drop-in math tutoring. Many students come in for a nice place to study and an occasional jumpstart on their math problems. The Math Learning Center (MLC) is located in Room 1074. http://www.cabrillo.edu/services/mlc/

Reading Center
Located in the Learning Resource Center on the 2nd floor of Building 1000, the Reading Center provides a variety of courses for students with low to high reading ability. These classes are available at both the Aptos and the Watsonville campuses, and students may enroll at any time during the semester. Reading Center webpage: http://www.cabrillo.edu/academics/reading/

Computer Technology Center (CTC)
The CTC is open to any registered student. It provides Microsoft office and internet access, as well as any software required for a class. CTC services include:
- Access to PC and Macintosh computers seven days a week.
- Nine PC and Macintosh Teaching Labs across campus.
- The Music department’s digital recording studio.
The CTC is in the 1400 building. http://www.cabrillo.edu/services/ctc/

Tutorials Center
The Tutorial Center is open to all students, providing tutoring available at no charge for a range of courses. The Tutorials Center is located on the 2nd floor of Building 1000, and can be reached at 479-6470. Tutorials Center webpage: http://www.cabrillo.edu/services/tutorials/

Duplications
Requests for duplications can be made by filling out a Duplications Request Form, and submitting it either via email or in person at the campus Mailroom below the library. This form, as well as additional detailed information, can be found on the Duplications website: http://www.cabrillo.edu/internal/duplications/. Plan ahead, as lead times can be significant (up to two weeks) during peak periods!

Another option is to use copying equipment in your division/program office. This method is usually a bit more costly than using the college’s duplication service. All Cabrillo employees are making a concerted effort to cut back on the amount of paper duplications that they use. Posting documents online, often as a .pdf is becoming more common. Nevertheless, if faculty members need to duplicate materials, especially to enhance student learning, then they are encouraged to crank ‘em out.
Copyright
All Cabrillo faculty and staff are expected to adhere to copyright laws. Information on campus policy and regulations can be found on the Duplications website at: http://www.cabrillo.edu/internal/duplications/documents/BoardPolicy3310reCopyright.pdf

Fact Book
The Fact Book contains resource and reference information useful for the following: Planning, Enrollment management, Grant development, Marketing, Program planning, Outreach and Assessment.

The Fact Book helps faculty, staff, students and members of the college community better understand the operations of the college. The information is organized in five sections,

- Student headcount and enrollment,
- Student Demographics,
- Student Performance,
- Faculty and Staff, and
- Facilities and Budget.

For the most up-to-date Fact Book data, please visit: College Fact Book

Cabrillo College Administrative Structure and Governance

Administration
Dr. Laurel Jones President/Superintendent
➢ Kathie Welch Vice President, Instruction
  • James R. Weckler Dean of Business, English, and Language Arts (BELA)
  • Isabel O’Connor Dean of Human Arts & Social Sciences (HASS)
  • Ian Haslam Dean of Health, Athletics, Wellness & Kinesiology (HAWK)
  • Wanda Garner Dean of Natural & Applied Sciences (NAS)
  • John Graulty Dean of Visual, Applied & Performing Arts (VAPA)
  • Rock Pfotenhauer Dean of Instruction for Career Education &Economic Development (CEED)
  • Rachel Mayo Dean of Education Ctrs., Watsonville/Scotts Valley; Title V
➢ Dennis Bailey-Fougner Vice President, Student Services
  • Sesario Escoto Dean of Student Services
  • Margery Regalado-Rodriguez Dean of Counseling & Educational Support Services
➢ Victoria Lewis Vice President, Administrative Services

Instructional Divisions
Business, English & Language Arts (BELA) Room 301 / (831) 479-6400
Human Arts & Social Sciences (HASS) Room 420 / (831) 479-6297
Health, Athletics, Wellness & Kinesiology (HAWK) Room 1102A / (831) 479-5087
Natural & Applied Sciences (NAS) Room 701 / (831) 479-6328
Visual, Applied & Performing Arts (VAPA) VAPA1007 / (831) 479-6464
Faculty Governance
Cabrillo College Federation of Teachers (CCFT)
http://ccftcabrillo.org/
The Cabrillo College Federation of Teachers (CCFT), American Federation of Teachers Local 4400, represents all faculty members at Cabrillo College. The union serves as a faculty fulcrum for power and a forceful voice in the forum of shared governance. The faculty contract can be found on the CCFT website.

Faculty Senate
http://www.cabrillo.edu/associations/facultysenate/
The Faculty Senate is an independent faculty organization established in law and by Board Policy to represent the interests of faculty to the administration and Board of Trustees with reference to academic and professional matters—curriculum, grading policies, program development, academic standards and more.

Staff Governance
The Cabrillo Classified Employee Union (CCEU) represents non-instructional employees by negotiating the contract, providing information and support to employees and being involved in the shared governance of Cabrillo College.

Shared Governance
The College Planning Council (CPC) advises and makes recommendations to the President on college matters requiring broad institutional input. This committee is an aggregate of college employees—faculty, administrators, and classified. The aim of the council is to oversee matters which include—but are not limited to, the budget, institutional policies, academic programs, student services, and the college master plan.

The Governing Board consists of elected representatives from the community at large who work closely with the president to carry out policy, define the institutional mission and set prudent standards for the college.

Employment
Salary
Wages, working conditions, and benefits are established by means of a collective bargaining agreement set forth by CCFT.

Salary step placement shall be based upon degree level held by employee AND on in-district teaching service rendered and credit for out-of-district teaching experience granted at the time of initial employment, or applicable work experience directly related to the teaching assignment granted at the time of initial employment (CCFT, Article 13.2). It is important to provide all relevant information regarding employment history and educational credits earned for initial salary step and column placement, as there is a deadline for submission of documentation that verifies rationale for salary placement. Failure to meet this deadline may result in a lower pay-rate for a semester or year.
Contract employees are further compensated with the mandatory district benefits which include—medical coverage, dental coverage, life and disability insurance. Adjunct faculty teaching at least 12-15 units are eligible for Cabrillo benefits as well.

**Leave**

Full-time regular and contract unit members shall be entitled to ten (10) days leave with full pay for each academic year of service for purposes of personal illness or injury and/or in the event a member of his/her immediate family suffers from a catastrophic illness or injury. Regular and contract unit members who work less than full time shall be entitled to that ratio of the ten (10) days leave as their instructional assignment bears to a full-time assignment (CCFT, 10.2.1)

Other types of leave (i.e., bereavement, pregnancy, judicial) are covered in CCFT Article 10.2. Article 9.1 stipulates criteria for sabbatical leave.

**Evaluation**

The primary purpose of the evaluation of academic personnel is the continued improvement of instruction at Cabrillo College. The evaluation process shall promote professionalism, enhance performance, and be closely linked with professional growth efforts. Criteria will be based on the following—classroom and worksite performance, evaluation of and respect to students, collaboration with colleagues and program chairs, completion of special assignments and professional growth (CCFT, 17.3).

Contract probationary (non-tenured) faculty shall be evaluated in their first (1st), second (2nd), and third (3rd) semesters, once in their third (3rd) year, and in the fall semester of their fourth (4th) year. Regular tenured faculty shall be evaluated once every three (3) years. Adjunct faculty shall be evaluated during the first (1st) and third (3rd) semester worked, then every three (3) years.

**Tenure**

If the fourth (4th) year final written evaluation of a contract probationary faculty member indicates satisfactory performance, the granting of tenure shall be recommended by the administrator to the appropriate Vice President.

**Flex Days**

The flex calendar affords faculty the time and format in which to examine instructional concerns outside the traditional classroom setting. Faculty may fulfill their flex requirement by attending workshops on flex days, participating in advisement at registration, or performing individual projects on designated flex days. Full-time faculty have a minimum time commitment of 24 flexible hours per year plus two fall semester mandatory days and one spring semester mandatory day. Partial contract faculty are required to participate in a specific number of days, which is prorated on a percentage basis of an individual's contract. Adjunct faculty are required to participate in at least one hour of flex activity per teaching unit each semester.

Should you decide to refuse to participate in the flex week, your pay will be reduced by the number of days of nonparticipation (maximum of five days fall semester and four days spring semester). All flex activities must be completed within the academic calendar year.
**Teaching Load**
A standard full-time teaching load shall be thirty (30) teaching units per academic year. A unit member's load may range from twenty-nine (29) teaching units to thirty (30) teaching units per academic year and still be considered a full load.

Adjunct faculty may not teach more than twenty (20) units per academic year, fall and spring semesters only.

**Class Scheduling**
Each regular and contract unit member shall prepare a proposed schedule of her/his duties and classes for the upcoming semester in accordance with departmental decisions regarding offerings and schedules, and present it to her/his Program Chair by the announced deadline established by the division which will be communicated to faculty with as much lead time as possible. The schedule shall be in accordance with the standard workload provisions.