

**BAKERSFIELD  
COLLEGE**

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**Faculty Handbook  
2024**

## Contents

Section 1 - Welcome to Bakersfield College! .....	3
Bakersfield College Mission .....	3
Meeting the Needs of College Students .....	4
The Faculty Handbook: Overview & Purpose.....	5
References .....	6
Section 2 - Professional Expectations .....	6
Departmental Meetings .....	7
Committee Participation .....	7
Office Hours.....	7
Academic Freedom.....	7
Student Learning Outcomes (SLO) .....	8
Syllabus .....	8
Course Enrollment .....	9
SECTION 3 – RESOURCES FOR FACULTY.....	10
Campus Centers & Locations - Bakersfield College .....	10
Academic Calendar & Important Dates .....	10
Employee Forms.....	11
Faculty ID Card.....	11
Building/Room Access .....	11
BC Library Services .....	11
Media Services .....	12
Online Teaching Support .....	12
Print Shop.....	13
Textbook Ordering .....	14
Instructional Supplies .....	14
Disabled Student Programs & Services (DSPS).....	15
Starfish Student Success Tool .....	15
BC Counseling and Advising Services .....	15
Student Conduct .....	17
Section 4 – Personnel Practices.....	18
Collective Bargaining Agreement .....	18
Faculty Evaluation.....	19

Payroll.....	19
Pre-approval and Approval Criteria for Salary Progression: .....	19
Adjunct Faculty .....	20
Section 5 – Work Environment .....	20
Office Space .....	20
Keys.....	20
Parking .....	20
Phones and Voicemail .....	21
College Email.....	21
Office 365 and Adobe .....	21
College Safety (Public Safety).....	21
Risk Management (Workplace Safety) .....	23
Section 6 – General Information .....	24
Kern Community College Board of Trustees .....	24
College Catalog .....	25
College Website.....	25
College Committees.....	25
College Class Schedule .....	25
Professional Development Expectations .....	25
Final Note.....	26

## Section 1 - Welcome to Bakersfield College!

Bakersfield College (BC) first opened its doors on the Bakersfield High School campus in 1913, serving 13 enrolled students. In 1956, the college moved to its present location, serving 1,400 students. Today, the College serves over 40,000 students from diverse economic, cultural, and educational backgrounds. One of the distinguishing features of Bakersfield College is its rich history, accompanied by strong community roots. Generations of families have made Bakersfield College their preferred higher education choice. In 2013, Bakersfield College celebrated its centennial year and building upon these 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves by assisting students to attain degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world. More specific details about BC's history are available through documents found on the campus website. The most recent Accreditation Self Study, the Educational Master Plan and the Strategic plan are available on the [Bakersfield College website](#).

### Bakersfield College Mission

As a public community college in the state of California, Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environments promote equity and foster students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

We will accomplish our mission by focusing on the following core values:

Learning: We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.

Integrity: We cultivate an ethical and moral consciousness which places the collective well-being and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement.

Wellness: We believe health and wellness to be integral, foundational elements of learning; we understand that a holistic education improves all aspects of society and the individual, including the mind, body, and spirit; through education, we will positively impact the health of the individual, natural environment and the global community.

Diversity: We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to ability, gender, national origin, race, religion, sexuality, socioeconomic status in terms of access and barriers to resources and opportunities.

Community: We commit to the well-being of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff; in our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.

Sustainability: We recognize our responsibility for continuing and maintaining this institution which has been shaped by over a century of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our human, fiscal, and environmental resources into the future.

## Meeting the Needs of College Students

As faculty members, however, you may be interested in the student population being served. In general, however, the typical Bakersfield College student is a Hispanic woman in her early twenties attending classes part-time during the day. Like her fellow students across the campus and across the country, this typical student undoubtedly works at least part-time, juggles a myriad of other life obligations, and may lack sufficient academic preparation.

In addition to these external characteristics, typical college students more routinely share other ancillary traits as well. Many of our students have little confidence in their ability because they have little experience in or even expectation about the academic arena. Since they do not know the system, even logistical things such as arranging a good schedule or seeking a waiver or exemption can become barriers to success. At the same time, these adult working students also need to see the reason behind the learning: how will the course content help them in their jobs or to meet their goals? Motivation becomes something faculty members need to help the students master. In short, faculty members need to become more and more intentional and strategic about student engagement with the learning process. That is, faculty must become partners with students in assisting them to become active learners.

Attewell and Lavin (2007) explained that this shift in student needs and characteristics is a shift in expectations about college. In the past—when many of today’s educators were in school—students fit themselves into the academic life. Now, for most college students “a college education is something that has to be fitted into the rest of life” (Attewell & Lavin, 2007, B16). Thus, we see more short-term classes, evening and weekend sessions, and online delivery with its promise of access 24/7. Not only do our students need to adjust to new challenges and tasks while attending classes, but many faculty members also need to adjust their expectations about the students who are sitting in their classrooms.

To engage and motivate students as well as dispense discipline knowledge requires flexibility and creativity from faculty. This shift in expectations is actually the paradigm shift from teaching to learning initially discussed by Barr and Tagg (1995). The basic premise now is to plan not what the faculty member will do in class each day, but what the students will do. These student activities are also now directly tied to student learning outcomes and assessments.

Lang (2007) makes it sound simple: “The best teachers are the ones who take the time to explain to the students why they are learning what they are learning.” Knowles, Holton, and Swanson (2005) suggest that the teacher nowadays becomes a facilitator or change agent who involves the students in the following elements of effective learning:

- Preparing the listener,
- Establishing a climate conducive to learning,
- Creating a mechanism for mutual planning,
- Diagnosing the needs for learning,
- Formulating program objectives (content) that will satisfy these needs,
- Designing a pattern of learning experiences,
- Conducting these learning experiences with suitable techniques and materials, and
- Evaluating the learning outcomes and re-diagnosing the learning needs.

As an instructor at Bakersfield College, you consistently attend to these elements of learning and student engagement every time you prepare a syllabus and step through a classroom door. You are the one who sets the learning agenda and the learning attitude that will be evident in the classroom. BC appreciates the education, expertise, and experience you bring to the campus and values the passion, commitment, and dedication you share with students. Taken together, this mastery of content and learning strategies become the art of teaching.

## The Faculty Handbook: Overview & Purpose

However, there are other elements inherent in effective teaching: the logistic or mechanisms involved with classroom management and record keeping. To make the artistry work, the teacher needs to verify enrollments, so students get credit for what they learn. The teacher also needs to address such matters as copying materials, meeting standards, giving directions, following rules and procedures, submitting grades, being evaluated, parking without getting a ticket, knowing who to call to ask questions, and then asking questions. The mandates that must be addressed are spelled out in the education code and then made operational through the district’s [Board Policy Manual](#).

Frustration levels rise when it takes too much time to find the right form or to determine what office the completed form needs to be returned to. To make things more challenging, although every campus addresses all these mechanical aspects of teaching, no two places will do so in the exact same way. So even if you have been teaching for years and years, knowing all the processes and routines you must follow at Bakersfield College may be new to you. If these logistical matters become overwhelming, they can even start to undermine the artistry each teacher is able to master.

The purpose of this Faculty Handbook, therefore, is to provide answers and overviews about these logistical aspects of teaching that cannot be ignored. This Handbook explains processes and procedures and even provides access to necessary forms. The goal is that this Handbook will anticipate your questions, so you can find answers when you need them. Whether your question is about your paycheck, a field trip you are planning, or how to secure a substitute, the answer will hopefully be in here. Of course, you can always ask your Department Chair and/or your Area Administrator for help too.

Once you master these more mechanical aspects of teaching, you can devote your time and energy to exploring the other opportunities on campus, whether it is attending a campus workshop or participating in a collaborative project. Many of these options are supported by efforts by the Professional Development and the Assessment committees. Most of these opportunities are announced via campus e-mail—along with reminders about crucial deadlines and necessary regulations. Do you have a campus e-mail account? If not, you can look up how to secure one in the Handbook!

This is a living document; your feedback on aspects of the Handbook that you found helpful and recommendations for improvements are welcome and should be shared with your chair and/or dean.

## References

There are a number of documents and bodies that guide the work of faculty, many of which will be mentioned in this handbook. To understand your rights and obligations as a BC faculty member, you need to be familiar with the following:

- **Academic Senate:** Represents the faculty to the Administration and the Board of Trustees with respect to academic and professional matters (AB 1725) outside the scope of the bargaining unit/the faculty union.
- **Board Policy:** The KCCD Board Policy Manual consists of PDF files for 8 sections specified at left. Policies govern operations, instruction, business services, employment and administrative matters throughout our district including the activities of Bakersfield College, Cerro Coso Community College and Porterville College.
- **Community College Association (CCA):** The Kern chapter of the Community College Association, the faculty union responsible for negotiating working conditions and representing all faculty, full-time and part-time, in the Kern Community College District via the Collective Bargaining Agreement (CBA)
- **Kern Community College District (KCCD):** Kern Community College District (Kern CCD) serves communities over 24,800 square miles in parts of Kern, Tulare, Inyo, Mono, and San Bernardino counties through the programs of Bakersfield College, Cerro Coso College and Porterville College. Governed by a locally elected Board of Trustees, the district's colleges offer programs and services that develop student potential and create opportunities for our citizens.
- **InsideBC:** Portal that provides access to documents and other resources for faculty.

## Section 2 - Professional Expectations

Congratulations on becoming a member of the Bakersfield College Faculty. As faculty members, we take great pride in our institution and the quality of education we are able to provide. Our expectations of our students are high as we strive to create and uphold educational standards that will assist our students in their personal and academic endeavors. As a faculty member, we are expected to plan instructional and non-instructional activities that are appropriate to the level and purpose of the course and to use media aids, Canvas, the library, and other relevant resources to enhance student

learning. Where possible, we should utilize alternative instructional delivery approaches to enhance student access to education. In order to accomplish this, faculty members must endeavor to communicate with both students and staff in a professional manner as well as maintain their expertise within their subject area.

Other collegial activities include participation in retention and institutional research activities, participation in faculty governance activities, and participation in recruiting/articulation with schools and colleges. Faculty members must neither conduct personal business which interferes with contract responsibilities, nor use District or College personnel, facilities, or equipment for personal business. Finally, faculty members must adhere to College and District policies and procedures.

Our negotiated professional expectations are outlined in the current collective bargaining agreement (most commonly referred to as “the contract”) between the Kem Community College District and the Kem CCA. In this handbook, the agreement shall be referred to as the CBA. Professional expectations are listed in Article 4 of the CBA. There are additional state-mandated requirements, such as Professional Development, that are not in the CBA but are still required.

## Departmental Meetings

Professional expectations for faculty include attendance and participation at department meetings. (See CBA Article 4.)

## Committee Participation

The Academic Senate announces openings for campus committees each semester. Many committees seek a representative from each department on campus. Being involved is a great way to meet colleagues and to serve your department and campus. The more faculty who are involved, the greater the faculty voice and input on important issues.

## Office Hours

For faculty without reassign time, the number of office hours scheduled for the convenience of students shall be proportional to instructional load. A maximum of five (5) office hours per week shall be scheduled and posted for instructional faculty or preparation time for student service faculty. These hours may be held in the faculty member’s office, online, and/or at appropriate District locations. These hours shall reflect the range of delivery modes of the faculty assignment. Details for faculty with reassign time see CBA Article 8.N. 3 and 4.

Your schedule is also submitted each term to your Department Chair and Area Administrator.

## Academic Freedom

As discussed within the collective CCA Bargaining Agreement (Article 4.A), education in a democracy depends upon earnest and unceasing pursuit of truth and upon free and



unrestricted communication of truth. As such, faculty members shall be free to exercise academic freedom, including freedom of investigation, freedom of discussion in the classroom, freedom to select texts and other instructional materials, freedom of assignment of instructional exercises, and freedom of evaluation of student efforts. It is imperative that faculty members acknowledge that in the exercise of academic freedom, they have a responsibility to be accurate and comprehensive in making reports, to be fair-minded in making interpretations and judgments, to respect the freedoms of other persons, to exclude irrelevant matters from classroom discussions and instructional exercises, and to make appropriate distinctions between statements of fact made as faculty subject matter specialists and opinions made as private citizens.

The College recognizes the fundamental right of the faculty member to be free from any censorship or restraint, which might interfere with the faculty member's obligation to pursue the truth and maintain their intellectual integrity in the performance of their teaching functions. The faculty must take great care not to infringe on anyone's academic freedom or intellectual property. This includes the careful use of materials to be reproduced for classes and the respectful observance of all intellectual property rights including the copyrighting of materials.

## Student Learning Outcomes (SLO)

It is the responsibility of the faculty member to ensure that any course they teach conforms to the approved curriculum for that course. The Chair of your department will provide a copy of the approved elements for each course as determined by the College Curriculum Committee. This information will include such elements as the course content outline, course goals, Student Learning Outcomes (SLO's) for the course, specific writing requirements (if applicable), and other requirements for testing and evaluation (if any have been specified for the course). The remainder of the course elements are to be determined at the discretion of the faculty member. If you need a copy of the approved course outline for any course you are teaching, speak to your Chair and/or Area Administrator.

## Syllabus

The course syllabus constitutes a contract between the student and the faculty member. As such, the faculty member should be careful to be both clear and specific as to what is expected of the student in the course and of what the student may expect from the faculty member. In this manner the syllabus will determine the rights and duties of both the student and the faculty member. The syllabus should minimally include the following elements:

- Name of instructor/Contact information (Office phone number/email address)
- Course objectives/Student learning outcomes
  - Must come from COR / catalog
- Course content outline
  - Including date, time, and location of final exam

- [final exam schedule](#)
- Weekly schedule of assignments
- Required textbook
- Performance evaluation methods
- Course grading
- Attendance policy
- Office hours/Office location
- Availability of tutoring
- Services/Accommodations available for students with disabilities

### Syllabus Statement

#### [Sample Syllabus Statement](#)

The course syllabus provides students with an introduction to the course and expectations. The syllabus can also be a great way to share BC campus support services. The Students of Concern (SOC) team created a document containing the most recently updated syllabus statements for initiatives, departments and services both on-campus and online. These statements should accompany each course syllabus. And are typically updated by each department by email.

### Amending the Syllabus

Amendments and changes to the syllabus, including evaluation and grading mechanisms, are possible. The instructor must initiate any changes to the full class and then distribute them in writing to all students and via Canvas messaging.

### Course Enrollment

It is the responsibility of the faculty member to maintain accurate course records. This includes but is not limited to taking roll, ensuring all students attending class are registered, updating class rosters prior to the census dates, and the timely posting of grades. Prior to the start of each semester, the Office of Admissions and Records provides information and time frames to ensure accurate records. It is essential that instructors accurately tend to this information. Keeping accurate records will keep the College in compliance with state funding requirements and audit criteria.

The following sections provide instructions that will assist you in maintaining accurate records.

## SECTION 3 – RESOURCES FOR FACULTY

### Campus Centers & Locations - Bakersfield College

Hours and Locations

#### [Hours & Locations](#)

Bakersfield College has several campus locations and centers to serve the needs of students in Bakersfield and surrounding areas. The [BC Main Campus](#) is located at the East end of Bakersfield and is also known as the [Panorama](#) campus. There are also campus centers and locations in: [Delano](#), [Shafter](#), [Southwest Bakersfield](#) and [Wasco](#). BC courses are also offered at many high schools and training centers in and around the greater Bakersfield area.

Campus Map

#### [BC Main Campus Map](#)

Easily find your way around the Bakersfield College campus with our digital map. Use the Map Legend on the right-side of the page to see all buildings, services, and designated parking lots. You may select the red button at the bottom of the map for an accessible version.

### Academic Calendar & Important Dates

Academic Calendar

#### [Academic Calendar](#)

The Bakersfield College/Kern Community College District academic calendar is regularly updated and approved by the Board of Trustees.

Important Dates & Events Calendar

#### [Calendar](#)

Stay informed about everything that is happening on campus with the BC Event Calendar.

Final Exam Schedule

#### [Semester Final Exam Schedule](#)

All courses will meet as indicated on the Final Exam Schedule website during the final week of the semester. The schedule is determined by the class meeting time and day. If there are compelling reasons for changing the time/date for a final exam, contact your

department chair and Area Administrator **before** doing so. Any changes to the final exam time must be approved prior to the week of finals. Also remember that significant learning activities must take place during the final exam time, so just dropping off an out-of-class final or giving students their grades is not sufficient. For greater detail, consult your Chair and/or Administrator.

## Employee Forms

### [Employee Forms](#)

Official employee forms can be located on the Employee Forms website, within the [Employee Services](#) section of the main BC website. This website acts as a hub for forms under a variety of topics: Campus Incident Reporting, Facilities/Event Requests, Faculty/Adjunct forms for service requests and Flex reporting, Human Resources, Maintenance and Operations (M&O), Marketing and Public Relations, the Print Shop, Student Employment, and Technology Support.

## Faculty ID Card

New faculty should request a BC faculty ID card through the [M&O office](#). This card will be your main form of identification for faculty services and can be used to provide you with limited access to buildings/offices on-campus. [Key requests](#) require special permission through your department.

## Building/Room Access

[College Safety Office](#) | (661) 395-4554

If you're a faculty or staff member who needs a door locked or unlocked, please contact the College Safety Office.

## BC Library Services

[The Grace Van Dyke Bird Library](#) | [Locations](#) | (661) 395-4466

The Grace Van Dyke Bird Library provides access to information in a variety of ways and formats. There are more than 80,000 books and access to 100+ online databases. Online resources such as the [library catalog](#), [periodical databases](#), [citation guides](#), and [library guides by course subject](#) are available for faculty and students with a BC ID number. The Reference Librarians are available [online or in-person](#) during Library hours to assist library users with research needs. Faculty may provide a copy of the course textbook to be placed on reserve so that students without the book may use it in the library in two-hour blocks. Please contact the Library faculty for [course reserve](#) assistance.

## Library Class Presentations

You may request a [library orientation](#) (a customized session on skills students need to conduct research in your course — please request at least 2 weeks in advance). There are also [research workshops](#) available throughout the semester. There are BC Library Services at many of the BC campus centers and locations.

## CSUB Community Card

BC has an agreement with CSUB to provide community cards for the CSUB library at a fifty percent discount to BC students and staff. You can fill out an application for a CSUB community card at the BC Library Reference Desk.

## Library Computer Services

On the bottom floor of the library, you will find the Computer Commons and it is available to all students and staff. Paid printing is available at a rate of \$0.10 per page. Credit/Debit accepted only (No cash/Apple Pay)

The [High Tech Center \(HTC\)](#) at Bakersfield College features state-of-the-art assistive hardware and software, both conventional and assistive. DSPS Students and users of Assistive Technology (AT) are welcome to use the center year-round to learn to use our equipment.

Academic Technology manages a classroom on the bottom floor of the library (L160), that is set up for staff to use and that has access to a printer.

## [Online Student Resources](#)

## Media Services

### [Technology Support Services](#) | [Create a Case](#)

Media Services, which operates under the same umbrella as Technology Support Services, offers a variety of equipment and services. BC Media Services acquire and maintain multimedia equipment for use or loan to faculty to support instructional technology in the classroom. Video Production services from script to final product are also available as well as consulting and training. All video-related materials must be closed captioned to be used in the classroom – this is Kern Community College District Board Policy. If you have any questions or need further guidance, please view the [Kern Support Center](#) for a list of services, for the KCCD Help line, and to submit a case for assistance through [Technology Support Services](#).

## Online Teaching Support

### Canvas

Online courses utilize Canvas as a platform for online learning. Some in-person and hybrid courses will also utilize Canvas as a course hub where online course resources are accessible. Online teaching [tutorial videos](#), Canvas guides, and Academic Technology faculty are available to assist new faculty set up and maintain their Canvas course.

### Academic Technology

### [Academic Technology](#) | [eLumen](#) | [Support Request](#)

Academic Technology leverages Universal Design for Learning and constructivist approaches to provide professional development in ways that best meet individual faculty needs. Professional development offerings include sustained faculty-driven fellowships, workshops, one-on-one support, new faculty seminars, eLumen assessment guides, and just-in-time resources. For more information on accessing support through Academic Technology, visit [Bakersfield College's Academic Technology webpage](#).

## Print Shop

[Print Shop](#) | (661) 395-4504

Request color/black and white copies, course packets, [business cards](#), and graphic design services. The busiest times of the year would be at the beginning of each semester and during midterms.

Please submit print requests 48 hours in advance of pickup.

## Online Service Requests

See the Print Shop website for a full list of services and options. 48-hour service for copies of up to 5,000 images. Turn-around time is two working days for regular jobs and one working day for tests. Machine collating is limited to a maximum of three colors of paper. The maximum paper size for black & white toner-based photocopying is 11 x 17 inches. Photocopy paper sizes and additional services (cutting, folding, padding and booklet making) may require an additional day. Booklets that are stapled along the fold could take up to an additional working week. [Complete a photocopy request form](#).

## Walk-In Copy Service

Walk-up printing services consist of approximately 200 images or less. Walk-up service offers one-sided and two-sided copying and machine collating and stapling. A variety of paper weights, colors and size options (8.5 x 11, 8.5 x 14, 11 x 17) are available. Originals must be camera-ready for walk-up service. It is not necessary to fill out a form for this service.

## Business Cards

### [BC Business Cards](#)

Professional business cards are available to Bakersfield College employees (250 each) at no charge. To order business cards, complete the [business card request form](#), accessed under the 'Marketing and Public Relations' tab on the [Employee Forms website](#). Expect a 5 to 7 working day processing time frame, if the proof is attended to promptly.

## Faculty Course Packs

Instructors are encouraged to compile the majority of their handouts into Course Packs. [Course pack requests](#) are sent to the [Print Shop](#). Copyright restrictions apply. This process takes 10-12 weeks, so plan accordingly. Specific due dates are emailed about 5-6 weeks into the semester.

Please discuss with department chair regarding handling and distribution of course packs

## Textbook Ordering

### Bookstore

[Bookstore website](#) | (661) 395-4506

The College Bookstore is located on the ground floor of the Campus Center building. The bookstore provides class textbooks, office supplies, scantrons, apparel, snacks and other items needed to support instructional programs and student needs. The Bookstore will not lend textbooks for review. Refer to the [Bookstore website](#) for products, services and hours of operation or call (859) 209-6958.

Textbooks are to be ordered by the fourth week of the semester prior to the semester that you plan to teach. The College uses an electronic process for ordering textbooks [via the eCampus web portal](#). Each faculty member will be notified by the Department Chair with specific instructions for ordering textbooks. Students will view and purchase course materials from the BC Bookstore online or in-person by the subject and course registration number (CRN). There are often a variety of new and rental options.

Please discuss with your department chair regarding textbook selection and ordering.

### Open Education Recourse (OER) & Zero Textbook Cost (ZTC)

The cost of textbooks can be costly to students, therefore, some faculty decide to utilize an online, free textbook in their class for their students. Students know that the course has an online, free textbook option by searching for the ZCT icon for each section in the course [semester schedule](#). Faculty provide information about their textbooks through the Fast [E-Campus system](#). More information about OER/ZCT may be found through the [ASCCC \(Academic Senate for California Community Colleges\) OER initiative Canvas Center](#). Faculty can view course textbook/material requirements and submit [Zero Cost Textbook indicators](#) on the bookstore web page.

### Obtaining Desk Copies of Textbooks

The selection of course materials is at the discretion of the faculty member. Field representatives for the major textbook publishing companies are good contacts for obtaining review copies of textbooks which you may wish to consider for adoption in future courses. It is the general policy of Bakersfield College to use all textbooks for at least 2 years prior to changing (this does not include edition changes). The BC Bookstore will not lend textbooks for review. Instructors needing a desk copy will need to order a desk copy from the publisher. Please check with your Department Chair prior to ordering a desk copy.

## Instructional Supplies

Requests for instructional supplies should be directed to your Department Chair and Area Administrator.

## Disabled Student Programs & Services (DSPS)

[DSPS](#) | [dspdesk@bakersfieldcollege.edu](mailto:dspdesk@bakersfieldcollege.edu) | CSS11 (Panorama Campus) | (661) 395-4334

### [Accommodation Types](#)

DSPS Disabled Student Programs & Services (DSPS) is available to provide accommodations to students with diagnosed learning, mental, physical, and/or health-related disabilities that are either permanent or temporary. Students with disabilities needing accommodations, including those who had an IEP or a 504 plan in high school, should make requests to the DSPS office by contacting the DSPS office. All student requests for accommodations require appropriate advanced notice to avoid a delay in services.

### DSPS Accommodations

#### [Faculty Best Accomodation Practices](#)

Students who have completed the disabilities assessment testing process will receive a form identifying their accommodation needs. The student will provide the form and will consult with the instructor regarding [accommodation](#) needs. If you have been contacted by a student who is approved for an extended time, needs a scribe, alternate media/assistive technology, or you have any questions or concerns, or need assistance with adjusting the extended time on Canvas please reach out to DSPS at [dspdesk@bakersfieldcollege.edu](mailto:dspdesk@bakersfieldcollege.edu), and/or TAPC (Testing and Placement Center) staff at [accomdesk@bakersfieldcollege.edu](mailto:accomdesk@bakersfieldcollege.edu). If special testing accommodations are requested, faculty will receive an email from BC Testing/DSPS with “Your student requested Test Accommodation” in the subject line. Exams and materials can be electronically submitted to [accomdesk@bakersfieldcollege.edu](mailto:accomdesk@bakersfieldcollege.edu) (including pertinent information) or delivered to the accommodations desk in person.

## Starfish Student Success Tool

### [Starfish](#)

Every student has the potential to be successful. Using Starfish, faculty acknowledge positive academic progress and identify students who need to overcome challenges that may prevent them from completing their coursework. This is done through providing students with connections to [college services via Starfish](#).

## BC Counseling and Advising Services

Students can schedule an appointment inside the Counseling and Advising Center, located on the lower level of the Center for Student Success (CSS) building, or call (661) 395-4421 or by emailing [counseling@bakersfieldcollege.edu](mailto:counseling@bakersfieldcollege.edu). Drop-ins are also welcome.

Comprehensive Academic and Vocational Counseling and Advising services are available to students on additional locations, such as BC Southwest, the Job Spot, the Weill Institute (Downtown) and the Delano Campus.



<https://www.bakersfieldcollege.edu/about/locations/>

More specific Counseling and Advising

- [Career Education](#), FACE (Family and Consumer Education) 16, (661) 395-4089
- Allied Health/Nursing students, MS 178, (661) 395-4476
- [International Students](#), CSS 190, (661) 395-4412
- [Science, Technology, Engineering, and Mathematics majors \(STEM\)](#), [AERA STEM Student Success Center](#), (661) 395-4772
- Student Athletes, GYM 9, (661) 395-4681
- [Transfer Pathways](#), CSS 190, (661) 395-4223
- [Veterans Services](#), Veteran's Resource Center, (661) 395-4312

Counselors and Advisors are assigned to Learning and Career Pathways. Bakersfield College has grouped programs of study together in ten categories:

1. Agriculture, Nutrition, Culinary Arts
2. Arts, Humanities, Communication
3. Business
4. Education
5. Health Sciences
6. Industrial Technology & Transportation
7. Public Safety Training
8. Social & Behavioral Sciences
9. Science, Technology, Engineering and Math
10. Personal & Career Exploration

To ensure completion within a timely manner, Counselors and Advisors provide students with guidance in the following areas:

- Evaluate student records to determine program completion and remaining requirements.
- Explore academic and educational goals to develop educational goals.
- Create and approve a comprehensive education plan.
- Examine certificate programs and degrees available at Bakersfield College.
- Assist in transfer pathways and course requirements for admission to; Association of Independent California Colleges and Universities (AICCU), California State University (CSU), Historically Black College and Universities (HBCU), University of California (UC), private and out-of-state institutions.
- Provide referrals to other student and general support service programs, including off-campus resources.

## Progress Reports

[bcstarfish@bakersfieldcollege.edu](mailto:bcstarfish@bakersfieldcollege.edu)

Faculty will receive [Starfish Progress Reports](#) that are due multiple times each semester. The progress report is an opportunity to notify students that are at risk of not passing (Academic Concern and/or Attendance Concern) and also to provide “Kudos” to those who have made progress and/or who are earning an A or B. If you have any questions about the Starfish Student Success tool and/or progress reports, please reach out to [bcstarfish@bakersfieldcollege.edu](mailto:bcstarfish@bakersfieldcollege.edu).

## Raise a Starfish Flag

[Starfish Flags](#) can also be raised by faculty. The flag will provide a notification to the student, and depending on what the flag is for, it will also be sent to the Student Success Team and campus service area that you are referring them to (for example: the Tutoring Center, Students of Concern Team, etc.). You may also send students Kudos for reaching a milestone in the course or to recognize their progress made in class. Just visit Starfish, locate your course list, select the student(s), then select the appropriate flag.

## Student Conduct

### [Standards of Student Conduct](#)

Students should conduct themselves in a professional and ethical manner at all times, as described by the Board of Trustees of the Kern Community College District, in support of public education and the standards of appropriate behavior as defined in the pursuant sections (Education Code Section 76037). [The Student Handbook](#) contains the Student Conduct policy, conduct forms, Student Rights & Responsibilities, etc. If a student is found in violation of the student conduct policy, a faculty member may suspend the student from his/her class under provisions of Education Code Section 76032.

### Student Code of Conduct

If a Code of Conduct violation is reported, the student may not return to class until the violation has been reviewed and a disposition has been reached. The affected faculty members and Area Administrator are notified of the outcome of the reported Code of Conduct violation. Where appropriate, the faculty member should refer students to the Student Conduct Code and procedures, which outline the rights and duties of students. When necessary, the faculty member should rely on the Public Safety and Security Office as a resource for dealing with students that do not respond to instructions and who constitute a serious disruption or threat to the classroom environment.

All forms of misconduct may result in one or more of the following consequences: removal from class, referral to the Area Administrator, and/or disciplinary actions by the Dean of Students. A student’s failure to act in a manner consistent with the Student Code of Conduct shall constitute good cause for discipline, including but not limited to removal, suspension, or expulsion.

## Student Conduct in Remote Learning

The instructor's intellectual property rights and the privacy of all course participants must not be violated by students. Students may not share course materials with non-class members without explicit written permission from the course instructor. Harassment or bullying of instructors and students, including via electronic media, the internet, social networks, blogs, cell phones, and text messages, will not be tolerated. Students found responsible for such infractions are subject to disciplinary sanctions. Students may not record any part of a class session without the express consent of the instructor unless approved as an accommodation. Individual course instructors may record course sessions but only for use by registered class members for instructional purposes. All recordings will be housed on secure platforms. Unless stated otherwise and highly recommended, web cameras and microphones may not be required to be on during course time.

## Classroom Emergency & Non-Emergency Service

Non-Emergency (661) 395-4554 | **Emergency (661) 395-4555**

A faculty member may remove a student for the day of the removal and the next class meeting. This action should be immediately reported to the Area Administrator and the Director of Student Life. A referral to the Director of Student Life should be completed by the faculty member for any violations of the Code of Conduct. During the period of removal, a student shall not be returned to the class without the concurrence of the instructor of the class.

For more information on the student conduct code, refer to the current Bakersfield College Student Handbook (located on the Bakersfield College website). Copies are available in the Office of Student Life. If you have any questions or concerns or a classroom situation that you are not certain how to address, talk with your Chair and/or Administrator as soon as possible; they can help determine the best course of action.

## Students of Concern

### [Students of Concern](#)

The Students of Concern (SOC) team is part of the college's response team and are mandated reporters. They meet weekly with other BC Staff members to discuss issues that may affect a student's well-being and self-efficacy such as fair and equal access to financial aid services, employment, disability, and health services.

## Section 4 – Personnel Practices

This section of the handbook briefly summarizes some of the information found in the CBA. You should always consult the current CBA for details regarding all contractual related issues and guidelines.

### Collective Bargaining Agreement

The CBA identifies the participating parties and identifies your rights and responsibilities

as a faculty member. If you have any questions about the CBA , talk with any CCA Representative.

## Faculty Evaluation

Quality faculty are essential to the academic excellence of an institution. Therefore, it is a mutual expectation of faculty and administration that regular and on-going feedback be provided to faculty regarding job performance. To ensure that quality teaching and support services remain the core ingredients in undergraduate education, the faculty evaluation process:

1. Focuses on professional growth, recognition, and improvement by identifying and providing instructional resources for support of individual faculty goals and growth.
2. Promotes faculty service (e.g. community, committee, professional activities).
3. Facilitates the accomplishment of individual faculty objectives linked to departmental, program, and institutional missions and goals.
4. Assesses the performance of the full scope of all assigned duties according to the job assignment and relevant professional standards.
5. Provides the basis for retention and tenure decisions

Faculty evaluations are covered in Article 6 (full-time) and 7 (part-time) of the CBA. For details, please see the current CBA, and if you have questions about the process, contact any CCA representative.

## Payroll

Full-time faculty members are compensated according to the assigned number of contract days.

Your salary, class, step placement, and contracted number of days are listed on your annual Notice of Assignment. This notice is mailed to your home address before the fall semester starts. You will need to sign the notice, keep a copy, and return a signed copy to Human Resources at the District. Employment contracts for contract employees must be returned forty-five (45) days after the date of issue (Education Code Section 87410). Contracts for regular employees must be returned forty-five (45) days after they are issued (Education Code Section 87411). Please refer to the CBA Article 11 for salary schedules . Faculty serving on a ten-month (10-month) college calendar may opt to have their annual salary paid in either ten (10) or twelve (12) monthly installments. You will receive your first payment on the last working day in August and your last payment on the last working day in each consecutive month in the option.

## Pre-approval and Approval Criteria for Salary Progression:

Salary advancement can be accomplished in several ways. Please refer to the CBA Article 11.F for various activities/courses and approval criteria for salary advancement. Faculty shall discuss courses/activities with the appropriate educational administrator and must submit a pre-approval for coursework for salary progression on the District form entitled "Request for Pre-approval of Credit for Salary Advancement" found on the District's portal under "Employee Forms" tab. Submitted forms are reviewed by the

appropriate educational administrator and college president or designee for approval. Completed coursework, seminars, and workshops for salary progression should be submitted on the District form titled “Request for Approval of Credit for Salary Advancement” found on the District’s portal under “Employee Forms” tab accompanied by the appropriate documentation.

## Adjunct Faculty

Adjunct faculty shall be compensated in accordance with the CBA, Article 11.

Adjunct faculty are paid on the 15th of the month beginning in September for the Fall term and in February for the Spring term. Adjunct faculty can teach to a maximum of 67% of a full-time faculty load.

## Section 5 – Work Environment

### Office Space

Full time faculty are assigned an office. If you do not have office space assigned, talk with your Chair and Area Administrator immediately. In the office, you would have access to a campus phone and desktop computer. While some individuals have a single office, many share the space with one or more colleagues, this is determined by area (based on space availability).

Please note that faculty are not to move offices or equipment without area administrator approval.

### Keys

Key / Key Card access requests must be submitted to your Area Administrator who will put in a formal request with M&O.

### Parking

Staff parking permits are required to park in any staff parking lot at any Bakersfield College campus. Please see [campus map](#) for available staff parking lots.

Temporary staff (adjunct faculty, employees on a Temporary Employment Agreement, etc.) are allowed a maximum of one parking permit valid throughout the duration of the term. Temporary staff must request a new permit each term. Permanent staff (full-time faculty, classified employees, managers and administrators) are allowed a maximum of two parking permits valid throughout the duration of employment.

In the event of a lost or stolen permit, staff members should notify College Safety, as soon as possible. Staff members can obtain a replacement permit (up to the maximum number allowed). The original lost or stolen permit will be revoked, a new permit will be reassigned. The staff member will be required to come into the College Safety office and speak with office staff to fulfill this request. Permits are not to be shared with other persons.

Staff may also obtain a Day Pass parking permit for **\$5** (plus 2.75% processing fee for all debit and credit card transactions). Order at our **[parking permit website](#)** by clicking *Daily Permits*. This pass will allow access to park in any *student* lot only.

## Phones and Voicemail

Your desk phone should be on your desk when you arrive and set up to work with the existing phone number assigned. Please do not move the phone at any time. It is connected to the BC 911 system and is specifically assigned a number to the location. You do not take your phone with you if you move offices. If you do not find a phone – please go to <https://support.kccd.edu> and create a case. In order to set up your voice mail you can also go to <https://support.kccd.edu> and find help articles on how to set up your voice mail, forwarding your phone and more.

## College Email

Your email address will be assigned and set up by the Human Resources department as part of your onboarding. Campus Technology Support Services does not coordinate email. The Kern Community College District IT Department does. For support with email, please go to <https://support.kccd.edu> and create a case.

Our college email client, Microsoft Outlook, also comes with a calendar. Please keep this calendar update for meeting scheduling. You may submit a ticket/case for IT to assist with setting up outlook on your personal devices.

## Office 365 and Adobe

Your BC email will allow you to access Office 365 on both your campus and your personal devices. You use your BC email and log in credentials when using the online application. The full Adobe suite is also available.

## College Safety (Public Safety)

The Department of College Safety (DCS) is responsible to maintain a safe environment, to enforce District rules and regulations, Vehicle Code laws in relation to parking, secure buildings and protect campus property. Officers are also the campus First Responders in the event of an emergency. This mission is accomplished through the values of integrity, Respect, and Support. DCS jurisdiction extends to the boundaries of the various campuses which include Bakersfield College, Weill Institute, Southwest, Delano, and Arvin.

Bakersfield College DCS Officers have been granted administrative authority by the Board of Trustees and College President to investigate, apprehend, and arrest anyone involved in illegal acts on campus. If a student commits a minor offense involving District/College rules and regulations, the DCS may refer the student to the Dean of Students. Other more serious offenses of District/College rules and regulations may also be investigated and handled by the DCS in cooperation with the Bakersfield Police Department or other related law enforcement agencies.

The department phone number is (661) 395-4554 and their website can be found [here](#).

### Accidents/Emergencies

If there is an emergency on campus, contact DCS at (661) 395-4554. Officers can respond to provide immediate aid and also contact the appropriate law enforcement or medical response agencies and can direct them to the location needed. Notification of the Area Administrator should also occur along with timely completion of any related paperwork. At a minimum, faculty members must file an injury report with the Department of College Safety.

(661) 395-4554 is the emergency/non-emergency number. One can also call 911 from a campus phone and College Safety will be notified that 911 was dialed and from where the call was made (but not the nature of the call).

### Escorts & Courtesy Carts

To strengthen our resources, DCS provides safety escorts. To request a safety escort call (661) 395-4554 anytime, day or night.

### Report a Safety Concern

Safety is a shared responsibility. You can help us maintain a supportive learning environment by reporting any safety concerns. Safety concerns might include light fixtures that do not adequately light paths in the evening, damaged concrete creating trip hazards, exposed wiring, or any other unsafe condition. Concerns can be reported [here](#) via a form on the department website. The form should only be used to report non-urgent safety concerns. Any urgent safety concerns should be phoned into the department directly by calling (661) 395-4554.

### Emergencies

In the event of an emergency staff and students will be alerted via messages received by desktop telephones, computers and text messages. Bakersfield College utilizes the Activate Mass Emergency Notification System to send telephone and computer messages. Messages will be delivered throughout the campus. In order to ensure you are notified via this system, remember to always update your contact information in MyBanWeb (by clicking on "Personal Information" then selecting "Update Telephone Numbers and Emergency Notification Preferences", be sure to NOT check the box after your cellular telephone number).

In the event of a physical campus emergency or evacuation, Bakersfield College has a team of Emergency Responders that assist the ICC (Incident Command Center) in its emergency management operations. They help ensure all persons in our campus buildings have been accounted for and they relay important information to the ICC team.

More information regarding emergency preparedness including evacuation information, various response instructions and protocols can be found on the department [website](#).

## National Incident Management System (NIMS)

Kern CCD follows the guidelines of the National Incident Management System (NIMS) as set out by the Federal Emergency Management Agency (FEMA). We utilize the Incident Command System (ICS), which provides a common organizational structure for incident management that helps facilitate interoperability for our collaborative relationships with multiple organizations.

As college personnel, all Kern CCD employees are also disaster service workers during national, state, and local emergencies.

## Risk Management (Workplace Safety)

The Kern CCD Risk Management webpage contains the information and supporting documentation for this section.

Questions regarding this section can be referred to the Director of Human Resources Operations at (661) 336-5019.

## Injury and Illness Prevention Program

The Kern CCD Injury and Illness Prevention Plan (IIPP) is a written workplace safety program required by Cal-OSHA Title 8, California Code of Regulations, Section 3203. The intent of the IIPP is to improve districtwide employee safety and health through effective management and employee involvement. A copy of the IIPP can be viewed on the Kern CCD Risk Management website.

## Workplace Injuries

These steps outline the basic process to follow if there is a workplace injury:

1. If the injury is severe or life threatening, please call **911** immediately.
2. Faculty are required to timely report the injury or illness to their Administrator or other designee. ALL workplace injuries must be reported even if no medical treatment is sought.
3. The employee will then contact Arissa Nurse Triage at **(888) 709-0957**. If the employee is unable to make the phone call, the Administrator or other designee should call Arissa to report the injury.
4. Arissa will triage the injury and refer the injured individual to the appropriate medical service.
5. Kern CCD Risk and Safety will provide any necessary follow up paperwork via email for the workers' compensation process. Please remember to monitor your Kern CCD email after you have received treatment. Timely completion of any paperwork provided is critical.
6. Faculty should provide their Administrator or other designee with a copy of the work status report they receive after each doctor's appointment. The work status report will indicate the student's ability to return to work and class activities, diagnosis, and date their next appointment.



## Safety Training

The safety of our staff and students is of utmost importance. That's why Kern CCD Risk Management is pleased to offer the Safe Colleges Online Training System to district employees. We're confident you'll find these courses to be informative and helpful towards maintaining a safe learning environment.

## Hazardous Materials and Chemical Safety Data Sheets

Per AP 6850, Kern CCD will provide employees with information on the contents of Safety Data Sheets (SDS) or equivalent information about the substance which trains employees to use the substance safely.

Kern CCD will make available on a timely and reasonable basis an SDS on each hazardous substance in the workplace upon request of an employee, collective bargaining representative, or an employee's physician.

Employees have the right to see and copy the medical record and other records of employee exposure to potentially toxic materials or harmful physical agents.

If Kern CCD is required to conduct tests or to engage in monitoring or measuring to determine employee exposure to hazards by specific standards the district will notify the affected employee or employees or their representative, prior to commencement of the date, time and place of the testing, monitoring, or measuring of employee exposure.

Kern CCD will provide the employee or employees, or their representatives with the opportunity to observe the testing, sampling, monitoring or measuring undertaken pursuant to such standards.

Whenever any employee has been or is being exposed to toxic materials or harmful physical agents in concentrations or at levels exceeding those prescribed by applicable standard, order, or special order, the district will promptly notify any employee so affected in writing of the fact that the employee has been exposed, and of the corrective action being taken.

## Section 6 – General Information

### Kern Community College Board of Trustees

The Kern Community College District service area is divided into five segments for elected representation. Of the seven members of the KCCD Board of Trustees, two each represent central Bakersfield and southwest Bakersfield. One each represents Porterville, Ridgecrest and northeastern Kern County. The [Board of Trustees meetings](#) follow a pre-determined schedule. The minutes are available on the KCCD website.

All Kern Community College District Board materials and minutes can be found at [BoardDocs](#).

## College Catalog

A current copy of the [Bakersfield College Catalog](#), as well as previous academic years, can be found on the Bakersfield College website.

## College Website

The Bakersfield College website and the portal InsideBC contains a wealth of information from student services, faculty services, and message from the President, links to the KCCD site, department web site links, faculty directories, and so much more. Please take some time to explore these valuable resources.

To access your InsideBC page, go to [www.bakersfieldcollege.edu](http://www.bakersfieldcollege.edu). At the top of the page, click on the **InsideBC** link. Use the same log in information that you use to access your desktop computer.

## College Committees

Bakersfield College has many governing committees (e.g., professional development committee and curriculum committee) which are integral to the operation of the College. It is through these committees that the college mission and vision are enacted. The more faculty who are involved, the greater the faculty voice and input on important issues.

As a member of the Bakersfield College community, full time faculty are expected to serve on committees and/or participate in other faculty governance activities. Being involved is a great way to meet colleagues and to serve your department and campus. Information on each committee including their purpose and composition is on each committee web page.

[Bakersfield College Committees Webpage](#)

## College Class Schedule

A complete schedule of classes for the current semester is available online at [www.bakersfieldcollege.edu](http://www.bakersfieldcollege.edu). There is a link to “still open classes” that may help you advise students on other sections, if you are not able to accommodate them in your class. The most accurate version of the schedule at any point in time is found on Banner Web.

## Professional Development Expectations

Professional development is highly encouraged for all faculty members. Faculty can attend on campus workshops or off campus training. Occasionally funding is available from specialized funds (basic skills initiative or VTEA, for example), but you would need to secure a funding decision prior to attending the event. If you have questions about funding, talk with your Area Administrator. If the event requires that you miss class, you need to secure prior approval from your Area Administrator to see if “professional leave” will be granted for your absence. A Travel Conference Form must be completed prior to the event, even if no classes will be missed and no reimbursement is expected. Discuss

your request with your Area Administrator to be certain all approvals and forms are provided.

### Flex Obligations

The flexible calendar is the result of an attempt to reform the college calendar without reducing the work year. Time that would have been spent in classroom instruction under the traditional 175-day calendar is devoted to professional development and improvement of instruction. FLEX provides a way for the State to fund activities designed to improve the quality of performance at both the individual and the institutional levels. Though the state allows 15 contract days for FLEX activities, Bakersfield College has opted to utilize 3 FLEX days.

Flex obligations are professional development activities that occur outside of the regularly scheduled teaching day. Full-time faculty members are required to complete a minimum of twenty-four (24) hours of FLEX training each year. If you are an Adjunct faculty teaching at least 3 units for a regular semester length course, you are required to have a maximum of two (2) hours flex-credit for each semester taught. These hours are reported to the State to assure compliance. Failure to complete necessary hours may result in loss of pay or notice on faculty evaluations. End of semester/year FLEX reports may be accessed through the Bakersfield College website and are submitted directly to the Area Administrator.

### Accessing Flex Reporting Forms

You can find the [current FLEX form](#) on the Bakersfield College Website in the Professional Development section.

## Final Note

This Faculty Handbook is intended to provide the Bakersfield College Faculty with guidelines that will facilitate an efficient work and instructional environment. Please be sure to consult the [current Bargaining Agreement \(contract\)](#) for changes and negotiations updates. If you have any questions, talk with your Chair and area Administrator.