



COMMUNITY  
COLLEGE OF  
DENVER

# FACULTY HANDBOOK

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REVISED DECEMBER 2013





FACULTY HANDBOOK

Updated December 2013

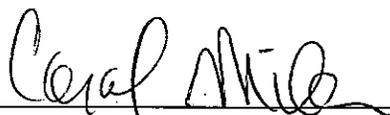
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**TABLE OF CONTENTS**

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**FORWARD**.....4

**SECTION 1.0:..... MISSION, GOVERNANCE AND ORGANIZATION**

    1.1 CCD Vision and Mission .....6

    1.2 Colorado Community College System (CCCS) .....6

    1.3 Colorado Commission on Higher Education (CCHE).....7

    1.4 College Governance (BP 2-30).....7

    1.5 State Governance (BP 2-30) .....8

    1.6 Auraria Higher Education Center (AHEC).....8

    1.7 CCD Service Areas & Locations .....8

**SECTION 2.0:..... COLLEGE COMMITMENTS AND PRINCIPLES**

    2.1 CCD Commitment to Cultural Diversity and Pluralism .....10

    2.2 CCD Commitment to Collegiality .....10

    2.3 Equal Employment Opportunity/Affirmative Action Program .....10

    2.4 Discrimination and Harassment.....13

    2.5 Drug-Free Workplace (BP 3-24; SP 3-24).....15

    2.6 Copyright and Patents (BP 3-90) .....15

    2.7 Electronic Communication Policy .....17

    2.8 Employee Code of Ethics (BP 3-70).....18

    2.9 Background Checks .....18

    2.10 General Computer & Information Systems Procedures.....18

    2.11 Employee Benefits .....19

    2.12 Paychecks.....19

    2.13 Faculty Additional Year, Post Retirement .....19

**SECTION 3.0:..... FACULTY EMPLOYMENT, EDUCATION REQUIREMENTS AND CREDENTIALING STANDARDS**

    3.1 Minimum Standards for Hiring New Faculty .....21

    3.2 Probationary/Provisional Faculty.....22

    3.3 Minimum Standards for Entering Non-Probationary Status.....23

    3.4 Minimum Standards for Continued Employment of Non-Probationary Faculty...23

    3.5 Annual Performance Plan .....23

    3.6 Community College of Denver Professional Development Requirements .....23

**SECTION 4.0:FACULTY LEVEL PLACEMENT, ADVANCEMENT AND COMPENSATION**

    4.1 Philosophy.....26

    4.2 Initial Placement of New Hires.....26

    4.3 Level Definitions .....26

    4.4 Criteria for Advancement .....26

    4.5 Procedures for Advancement.....27

    4.6 Overload and Supplemental Assignments .....27

    4.7 Summer Assignment.....27

    4.8 Annual Salary Adjustment Objectives.....28

    4.9 Faculty Pay Plan Procedures (BP 3-55).....28

**SECTION 5.0:..... FACULTY JOB DESCRIPTIONS**

    5.1 Full-Time Faculty Job Description .....31

    5.2 Faculty Coordinator/Chair Responsibilities.....32

---

---

**TABLE OF CONTENTS**

---

---

SECTION 6.0:	FACULTY WORKLOAD	
6.1	Full-Time Faculty Workload Policy	35
6.2	Faculty Workload and Employment Conditions Committee	38
6.3	Part-Time/Adjunct Faculty Workload and Assignments	40
6.4	Community College of Denver Adjunct Faculty Job Description	40
SECTION 7.0:	FACULTY DUE PROCESS, GRIEVANCE POLICY AND PROCEDURES	
7.1	Due Process for Faculty	44
7.2	Peer Review Process for Faculty	49
SECTION 8.0:	FACULTY BENEFITS OVERVIEW (BP 3-60)	
8.1	Overview of Benefits	52
8.2	Additional Year, Post Retirement	55
SECTION 9.0:	INSTRUCTIONAL POLICIES AND PROCEDURES	
9.1	Curriculum Policies and Procedures	57
9.2	Instructional Programs	58
9.3	Class Scheduling	59
9.4	Student Field Trips	60
9.5	Student Evaluation Policies and Procedures	60
9.6	Teaching and Learning Center	69
9.7	Communication with Students	69
SECTION 10.0:	FACULTY PERFORMANCE APPRAISAL	
10.1	Philosophy and Purpose	71
10.2	Faculty Performance Appraisal Flowchart	72
10.3	Annual Performance Appraisal Process	73
10.4	Appraisal of Job Performance	76
10.5	Performance Development Plan	79
10.6	Potential for Non-renewal	79
10.7	Performance Appraisal Appeal	79
10.8	Compensation & Reward for Faculty Performance	80
APPENDICES		
A	Teaching & Learning Values/Critical Skills/ Learning College Principles	81
B	Goal Setting Guidelines	83
C	Annual Faculty Performance Plan	84
D	Faculty Self-Reflection Guidelines	85
E	Student Evaluation	86
F	Classroom Observation Report Form	87
G	Factors in Appraisal of Faculty Performance	89
H	Faculty Job Description	90
I	Faculty Chair/Coordinator Job Description	92
J	Annual Faculty Performance Appraisal Report	94
K	Standards of Academic Progress	95
L	Academic Integrity Policy	97
M	Americans with Disabilities Act	100
N	Student Rights, Freedoms & Code of Conduct	101
O	Voice: The Influence of Faculty in the CCD Decision-Making Process	105

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## FOREWORD

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This Faculty Handbook (Handbook) contains pertinent information regarding the Community College of Denver's (College or CCD) policies, procedures and regulations that affect faculty members. Faculty members are expected to be familiar with College policies and procedures and with the contents of this Handbook.

Changes to policies and procedures affecting faculty may be initiated by the College or by officials of the Colorado Community College System (CCCS) or its governing body, the State Board of Community Colleges and Occupational Education (SBCCOE or State Board). If changes are made, these will be reflected in additions or deletions to this Handbook and will be distributed to all faculty members. In all cases, Board Policies (BP) shall supersede this Handbook and any other College policies, procedures or regulations.

It should be understood that College and/or State Board policy, procedure and regulation changes might occur at any given time. In the event of changes, the approved policy, procedure, or regulation shall supersede the information contained herein. To access BPs and System President Procedures (SPs), see <http://www.cccs.edu/SBCCOE/SBCCOE.html>.

Nothing in this Handbook is intended to create (nor shall be construed as creating) an express or implied contract of employment or to guarantee employment for any term or to promise that any specific procedures must be followed by the College. The College reserves the right to modify, change, delete or add to, as it deems appropriate; the policies, procedures, benefits and other general information in this Handbook.

## **SECTION 1**

### *COLLEGE MISSION, GOVERNANCE AND ORGANIZATION*

## **SECTION 1 COLLEGE MISSION, GOVERNANCE AND ORGANIZATION**

### **1.1 CCD VISION STATEMENT**

Every member of our community will attain the education he or she desires.

### **CCD MISSION STATEMENT**

CCD provides our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment.

### **CCD VALUES**

- Involvement
- Student-Focus
- Integrity
- Life-Long Learning
- Excellence
- Healthy Work Environment

### **CCD Goals for 2013-14**

- Increase CCD retention, completion and transfer rates.
- Connect students to CCD support programs and resources
- Support student achievement of CCD's institutional outcomes.
- Develop and improve relationships within our community.

**[1.1 above is taken from CCD's 2013-14 Catalog; see current catalog at [www.ccd.edu](http://www.ccd.edu) for updates and/or changes.]**

### **1.2 COLORADO COMMUNITY COLLEGE SYSTEM (CCCS) (REFERENCE BP 2-40)**

CCD is one of 13 community and junior colleges in the Colorado Community College System (CCCS or the System) and is accredited by The Higher Learning Commission of the North Central Association of College and Schools (NCA).

The System is governed by the nine-member State Board for Community Colleges and Occupational Education (SBCCOE). The State Board is unique in the nation, with responsibility for both secondary and post-secondary career and technical education and community college governance. Members are appointed by the Governor and confirmed by the State Senate for staggered four-year terms. One community college faculty member and one student representative serve in non-voting capacities for one year each.

The CCCS (System) President serves as the Director of Community Colleges and Director of Occupational Education. The System Vice Presidents, as well as the state

system community college presidents, report to the President of the System who, in turn, reports to the SBCCOE.

For more information about CCCS or SBCCOE, see: <http://www.cccs.edu>.

### **1.3 COLORADO COMMISSION ON HIGHER EDUCATION (CCHE)**

The Colorado Commission on Higher Education (CCHE), an agency within the Department of Higher Education (DHE), is the central policy and coordinating board for public higher education in the state of Colorado. CCHE serves as a bridge between the Governor, the General Assembly and the governing boards of the state-supported institutions of higher education. Eleven commissioners oversee the state's system of higher education, working with one constitutional and five statutory governing boards.

By statute, CCHE is responsible for the following:

- Higher Education Finance and Appropriations
- Academic Programs and System-Wide Planning
- Capital Construction and Long-Range Planning

The governing boards and institutions of the public system of higher education in Colorado are obligated to conform to the policies set by the Commission within the authorities delegated to it in statute (C.R.S. 23-1-1022). For more information about CCHE, see <http://www.state.co.us/cche>.

### **1.4 COLLEGE GOVERNANCE (REFERENCE BOARD POLICY BP 2-30)**

In accordance with BP 2-30, each college president ensures that their college has a faculty forum through which all faculty members will be provided an opportunity to communicate and actively participate in the making of decisions regarding matters that affect them. At CCD, this body is referred to as Faculty Council.

According to the by-laws of Faculty Council, the membership is comprised of two voting faculty members from each Center, one voting adjunct faculty member (representing Adjunct Faculty Senate) and one voting at-large faculty member. These Center members are voted into Faculty Council by the full-time faculty in their respective Centers. The adjunct faculty representative is elected by the members of the Adjunct Faculty Senate.

Each year Faculty Council elects a chairperson who will oversee the council and serve as a communication link with the President and Executive Staff of the College.

Faculty are encouraged to participate in the decision-making processes at CCD by providing input to their Faculty Council representative(s) regarding any College matters that concern them. Faculty Council will distribute a list of current representatives to all faculty members at the beginning of each academic year.

## **1.5 STATE GOVERNANCE (REFERENCE BP 2-30)**

In accordance with BP 2-30, a State Faculty Advisory Council (SFAC) will serve in an advisory capacity to the Board and to the President of the system and will act as a liaison between the college faculty and the State Board.

The SFAC membership will be comprised of one regular (full-time) faculty member from each state system community and junior college. At CCD, Faculty Council selects its SFAC representative at the beginning of each academic year. Faculty may contact their council representative(s) for more information.

## **1.6 AURARIA HIGHER EDUCATION CENTER (AHEC)**

CCD's main campus is located on the Auraria Campus in downtown Denver. Auraria is the largest college campus in Colorado, where three separate higher education institutions enroll in excess of 40,000 students. The Community College of Denver, Metropolitan State University of Denver and the University of Colorado at Denver share classroom space and general services on the commuter campus. The University of Colorado Denver operates the Auraria Library with support from both Metro State and CCD.

The Auraria Higher Education Center (AHEC), a fourth entity on the Auraria campus, manages campus facilities and non-academic functions, including the campus bookstore, Auraria Early Learning Center, classroom and event scheduling and Auraria Campus Police Department. For more information about AHEC, see <http://www.ahec.edu>.

## **1.7 CCD SERVICE AREA AND LOCATIONS**

CCD serves the educational needs of many individuals, organizations and businesses in the City and County of Denver. It is a leading point of access to higher education for many first-time college enrollees in the metro area. CCD also offers concurrent enrollment instruction in partnership with Denver Public Schools (DPS) in many DPS high schools, DPS' Career Education Center (CEC) and a DPS charter school, Southwest Early College (SEC).

The Lowry site, in southeast Denver, houses CCD's Health Sciences Center. CCD's Foundational Skills Institute offers one of the largest GED instructional programs in the state, with sites throughout the City and County of Denver.

## **SECTION 2**

### *COLLEGE COMMITMENTS AND PRINCIPLES*

## **SECTION 2 COLLEGE COMMITMENTS AND PRINCIPLES**

### **2.1 CCD COMMITMENT TO CULTURAL DIVERSITY AND INCLUSION**

CCD believes all students are entitled to a quality education that offers students opportunities to develop understanding and appreciation of our interdependence as individuals and nations.

Education must be meaningful to all students. In addition, it must provide students, faculty and staff with an understanding of cultural pluralism. To that end, CCD provides an educational environment that fosters cultural diversity, international understanding and global awareness.

CCD recognizes that such an environment can exist only with an administration, faculty and staff that reflect the cultural diversity of its students. Therefore, the administration unconditionally endorses affirmative action.

### **2.2 CCD COMMITMENT TO COLLEGIALITY**

CCD is committed to the spirit of open dialogue and participation by all of its constituent groups in the decision-making processes of the college. CCD will treat its faculty and staff with respect and make good faith efforts to communicate information about programs and policies that are of general interest to the CCD community. The College President, Provost and Vice Presidents maintain an open door policy to hear all matters that affect the college, employees and students.

### **2.3 EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION PROGRAM (REFERENCE BP 3-120, SP 3-120b)**

#### **POLICY STATEMENT:**

CCD does not discriminate on the basis of race, color, creed, national origin, sex, sexual orientation, age or disability in admission or access to, or treatment or employment in its educational programs or activities. Inquiries or complaints should be directed to the College's Director of Human Resources at 303-352-3037 concerning Title VI, Title IX and Section 504 may be referred to the Vice President for Student Affairs, Campus Box 212, Community College of Denver, P.O. Box 173363, Denver, CO 80217-3363, 303-352-3046 or the Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Suite 310, Denver, Colorado 80204-3582, 303-844-5695.

The Board recognizes that the quality of instruction and educational opportunities for all are enhanced when the diversity of the community served is represented in the student population and workforce. The Board also recognizes that women and minorities have been historically underutilized in the higher education work force.

CCD has an Equal Employment Opportunity/Affirmative Action ("EEO/AA") Program that promotes diversity and remedies underutilization of women and minorities.

**EVALUATION OF AFFIRMATIVE ACTION:**

Compliance with this policy and the EEO/AA Program developed hereunder shall be a factor for consideration in the evaluation of the performance of System employees.

**PROCEDURE:**

Consistent with BP 3-120, the System hereby establishes the following Equal Employment Opportunity/Affirmative Action Program:

**Goal #1:** Colleges will take appropriate action to ensure that the racial and ethnic diversity of their student bodies reflects the racial and ethnic diversity of their respective service areas.

Each institution not currently enrolling students consistent with the demographics of its service area will establish its own goals when the disparity is significant (greater than 5% of total) and develop and implement strategies to accomplish the goal.

**Goal #2:** Each college shall ensure that its educational services and practices encourage all students to remain at the institution until they have completed their educational objectives.

Each institution shall identify problems with retaining and graduating any identifiable group of students and develop and implement strategies to resolve these problems.

**Goal #3:** All colleges shall initiate/ maintain activities designed to enhance harmony for all who work and study on campus to improve the quality of educational opportunities for all.

Colleges shall recognize and celebrate diversity through their activities, environment and enrichment to the curriculum.

**Goal #4:** The composition of the staff at each college and at the System office should reflect the qualified racial and ethnic mix of the area from which applicants are recruited.

Each institution not currently hiring employees consistent with this goal will develop and implement strategies to resolve the underutilization.

**Goal #5:** Educational services at each college and the employment practices throughout the System should be sensitive to the needs of individuals with physical or mental impairment and reasonable efforts should be made to accommodate such needs.

Each college shall identify problems it has with providing access to educational services and employment to persons with disabilities and develop and implement strategies to resolve them.

College presidents shall develop, in consultation with the college community, plans to attain the goals of the System EEO/AA program. These revised plans are to be submitted to the System President on or before April 15, for Board approval at its May meeting. Thereafter, each president will report annually to the System on institutional progress in meeting these goals.

***The CCD Diversity and Inclusion Council***, formed in January of 2012, celebrates the strengths of our diversity and promotes inclusion among staff, faculty and students at CCD. Every member of the Diversity and Inclusion Council is committed to these core values. We invite all members of the CCD community to embody our mission.

- **Value Voice** - (Environmental Engagement subcommittee)  
Offer a safe, trusting and comfortable zone and culture of integrity to foster respectful discussions of diversity-related issues and concerns. Provide a platform to engage in respectful and honest conversations related to diversity, inclusion, and “Courageous Conversations”. Enhance an inclusive environment rooted in value, honor and respect towards ALL colleagues and students campus-wide.
- **Value Culture** - (Celebrate Diversity subcommittee)  
Celebrate and draw awareness to the unique differences of CCD’s community through unity in voice and cultural representation. Serve as a campus resource and support of existing multicultural events and activities.
- **Value Community** - (Community Partnerships subcommittee)  
Develop and cultivate community partnerships by connecting education with organizations, business and industry within the Denver-metro community. Draw awareness and exposure to socio-economic student situations. Discuss all facets of diversity openly with partners. Facilitate student-to-industry mentor and intern opportunities.

The Board does not have a policy that mandates the use of search committees. If there is a requirement for such committees in college or system staff policies and procedures, the college/system president is hereby authorized to waive such requirement in order to attain the goals and objectives described above.

## **2.4 DISCRIMINATION AND HARASSMENT (REFERENCES BP 3-120, BP 4-120, SP 3-50b, SP 3-70, SP 4-31a, HR-7, HR-8 and HR-9)**

### **BASIS**

Board Policy (BP) 3-120 and BP 4-120 provides that Employees and students shall not be subjected to unlawful discrimination and/or harassment on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion or sexual orientation in employment conditions or educational programs or activities. The following information contains excerpts from HR-9; refer to HR-9 for complete information.

### **DEFINITIONS**

Discrimination is any distinction, preference, advantage for or detriment to an individual compared to others that is based upon an individual's actual or perceived sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion or sexual orientation that is so severe, persistent or pervasive, and that unreasonably interferes with or limits:

- Employee's employment conditions or deprives the individual of employment access or benefits.
- Student's ability to participate in, access, or benefit from the College's educational program or activities.
- Authorized volunteers' ability to participate in the volunteer activity.
- Guests and visitors' ability to participate in, access, or benefit from the College's programs.

Discriminatory harassment is detrimental action based on an individual's actual or perceived sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion or sexual orientation which is severe, persistent or pervasive that it unreasonably interferes with or limits:

- Employee's employment conditions or deprives the individual of employment access or benefits.
- Student's ability to participate in, access, or benefit from the College's educational program or activities.
- Authorized volunteers' ability to participate in the volunteer activity.
- Guests and visitors' ability to participate in, access, or benefit from the College's programs.

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of unreasonably interfering with, denying or limiting someone the ability to participate in or benefit from CCD's educational program and/or activities, or work activities, and the unwelcome behavior may be based on power differentials (*quid pro quo*), the creation of a hostile environment, or retaliation.

Retaliatory harassment is any adverse employment or educational action taken against a person because of the person's perceived participation in a complaint or investigation of discrimination and/or harassment based on federal or state civil rights laws.

#### EMPLOYEE'S OBLIGATION TO REPORT

CCD Employees have an ethical obligation to report any incidences they are aware of concerning discrimination and/or harassment. If the employee is unsure, s/he may direct their questions to the College's Director of Human Resources. Failure to report will be considered a violation of BP 3-70 Colorado Community College System Code of Ethics <http://www.cccs.edu/SBCCOE/Policies/BP/PDF/BP3-70.pdf>, and may result in discipline, up to and including termination.

#### REPORTING A COMPLAINT

In order to take appropriate corrective action, CCD must be aware of discrimination, harassment and related retaliation that occurs in CCD employment and educational programs or activities. Therefore, anyone who believes s/he has experienced or witnessed discrimination, harassment or related retaliation should promptly report such behavior to the Title IX/EO Coordinator:

**Rhonda Pylican**  
**Director of Human Resources**  
**Title IX and EO Coordinator**  
**Administration Building, Room 310**  
**Telephone: (303) 352-3037**  
**Email: rhonda.pylican@ccd.edu**

#### COLLEGE AS COMPLAINANT

As necessary, the College reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim of misconduct.

#### COMPLAINT PROCESS

When the accused party (respondent) to a discrimination and/or harassment complaint is an administrator/professional technical employee(s), faculty and adjunct instructor(s), classified employee(s), authorized volunteer(s), guest(s) or visitor(s) within the Colorado Community College System (CCCS) System President's Procedure (SP) 3-50b will apply, as adopted by the Community College of Denver (College or CCD) in Human Resources Procedures HR – 9.

When the respondent to a discrimination and/or harassment complaint is a student within CCCS, SP 4-31a will apply as adopted by CCD in Human Resources Procedures HR – 8.

When the complainant alleges sexual misconduct, SP 3-120a (Employee(s), authorized volunteer(s), guest(s), or visitor(s)) or SP 4-120a (Students) will apply, as adopted by CCD in Human Resources Procedures HR – 7.

**RETALIATORY ACTS**

It is a violation college procedure to engage in retaliatory acts against any Employee or student who reports an incident of discrimination and/or harassment, or any Employee or student who testifies, assists or participates in a proceeding, investigation or hearing relating to such allegation of discrimination and/or harassment.

**2.5 DRUG-FREE WORKPLACE  
(REFERENCE BP 3-24, SP 3-24)**

**A. POLICY STATEMENT:**

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace.

**B. SCOPE:**

This policy applies to all employees at the state system community colleges and on the System central staff.

**C. SANCTIONS:**

Observance of this policy is a condition of employment and violation of such will subject the employee to appropriate disciplinary action, which may include termination.

**D. REPORTING OF CONVICTIONS:**

Pursuant to law, any employee who is convicted under any criminal drug statute for a violation occurring in the workplace must notify the college/System president of such no later than five days after the conviction. The college/System president must notify any federal contracting agency under which the employee works within ten days after receiving notice of such conviction.

**2.6 COPYRIGHT AND PATENTS  
(REFERENCE BP 3-90)**

**Copyrightable Materials:** Any material that can be copyrighted under federal law. The term includes, but is not limited to: books; articles; study guides; proposals; brochures; pamphlets; lab manuals; lectures; music and dramatic composition; films; charts; transparencies; prints; slides; filmstrips; video and/or audio tapes and cassettes; live audio and/or video productions; programmed instructional materials/computer generated materials; and computer programs in any reproducible or usable form.

**Patentable Materials:** Any material that can be patented under federal law. The term includes, but is not limited to, ideas that utilize a unique process or technique and tangible assimilated materials or equipment.

**Determination of Category –** The President or designee will assign the project to one of the following categories:

**A. Wholly Individual Efforts:** Materials that are produced by employee(s) with no

significant use of other college personnel, time and/or facilities, and with no significant consumption of college expendable materials; and/or materials that are not in accordance with a college assignment or contract. Ownership resides exclusively with the individual(s) initiating the effort and all proceeds are kept by the individual(s).

- B. Wholly College Efforts: Materials produced by employee(s) on college time using college facilities in accordance with the terms of the employment contract or assignment, or under a contract/grant.

Ownership resides exclusively with the Board or its designee. The Board reserves the right to protect such materials by copyright/patent application, except in those cases where the terms of a contract with an outside sponsor require the assignment of such rights to the sponsor. Any net proceeds from the materials are the property of the Board.

- C. College-assigned Efforts: Materials produced by employee(s) with use of other college personnel, college time and/or facilities, and/or with consumption of college expendable materials. Such materials include, but are not limited to, those materials produced by individuals for personal use (book manuscripts, class lecture notes, laboratory outlines, extramural photographs, etc.).

Ownership resides with the employee(s) who produced the materials. Distribution of net proceeds from any commercial use of the materials shall be subject to written agreement negotiated between the employee(s) and the President or designee. If there is no written agreement, the Board shall receive fifty percent (50%) of the net proceeds.

## 2.7 ELECTRONIC COMMUNICATION POLICY (REFERENCE BP 3-125)

Electronic communication includes, but is not limited to: electronic mail; Internet services; voice mail; audio and video conferencing; and facsimile messages that are sent or received by faculty; staff, students and other authorized users of CCD resources.

### A. Ownership and Permissible Use of Electronic Communication

CCD provides various forms of electronic communication to facilitate academic pursuits and other CCD business. The records created are the property of CCD and not of the individuals sending or receiving such messages. Individuals who are authorized to use electronic and voice mail may make incidental and occasional personal use of these facilities when such use does not generate a direct cost for CCD. In doing so, users acknowledge CCD's ownership of the systems and its rights with regard to use and are expected to meet the standards of CCD, State and Federal laws and policies regulating electronic communications, conduct and usage.

### B. Prohibited Use of Electronic Communication

According to BP 3-125, prohibited uses of electronic communication include, but are not limited to, the following:

1. Sending to others or storing communications judged to be obscene or known to be false or otherwise abusive, as well as sending or storing images, sounds or messages that might reasonably be considered harassing;
2. Initiating or propagating chain letters;
3. Attempting to forge electronic mail messages or using someone else's electronic mail;
4. Creating or willfully disseminating computer viruses;
5. Copying copyrighted material (such as software), except as permitted by law or by contract of the copyright owner;
6. Accessing, downloading, printing or storing obscene, sexually explicit images, text, or services on college owned computers. *Exception:* If the access is deemed necessary in connection with research or debate on sexual themes in art, literature, history and the law, or the routine exchange of information among professionals concerning child abuse and sexual assault;
7. Screen displays of images, sounds or messages that could create an atmosphere of discomfort or harassment for others, especially those considered obscene or sexually explicit;
8. Accessing personal interest sites, viewing chat rooms, or using recreational games during work hours;
9. Using college computers for commercial gain or private profit.

### C. Electronic Communications Access and Disclosure

The contents of email messages, backups and archives may be required to be disclosed as a result of legal discovery, writ, warrant or subpoena, or as a result of a request under the Colorado Open Records Law. CCD will not monitor electronic communication as a routine matter. Message contents will be inspected as needed to protect health, safety, or security.

#### D. Disciplinary Action for Misuse of Electronic Communications

If a violation of policy is suspected, computer support staff and other CCD personnel will refer the matter to a member of Executive Staff for review and action. If an urgent condition arises that calls for immediate action, the Information Technology Department will take necessary actions (e.g., account deactivation) and immediately refer the matter to the authorities listed above. Such cases will be limited to instances involving safety, security and matters of an emergency nature, including items described in section B.

#### E. Acceptable Email Addresses

For all electronic communication and D2L, college-issued staff and system-issued student email addresses must be used, in lieu of personal email addresses.

#### F. Electronic Communications Ethics and Good Practices

Electronic communication tools are resources provided for academic pursuits and related administrative tasks for CCD students and employees. All users of email and/or other electronic communication are expected to utilize these resources in a responsible, considerate and ethical manner.

### **2.8 EMPLOYEE CODE OF ETHICS (REFERENCE BP 3-70)**

Public confidence in the integrity of the ongoing operations of CCD demands that all employees demonstrate the highest ethical standards at all times. CCD complies with the spirit and letter of BP 3-70, the Governor's Executive Order dated January 15, 1997, state statutes governing conflict of interest and ethical principles for all faculty and staff in the performance of their job duties.

### **2.9 BACKGROUND CHECKS**

CCCS reserves the right to conduct a criminal, credit and/or driving background check on a current employee. For employees hired prior to February 1, 2006, written authorization from the employee is obtained prior to conducting a background check on a current employee. Employees and volunteers are required to notify their immediate supervisor if they have been convicted of a felony or other offense of moral turpitude that adversely affects the employee's ability to perform the job or has an adverse effect on the System no later than five (5) days after the date of such a conviction.

A copy of SP3-10a, Employment Background Checks, may be found at <http://www.cccs.edu/SBCCOE/Policies/SP/PDF/SP3-10a.pdf>.

### **2.10 GENERAL COMPUTER AND INFORMATION SYSTEMS PROCEDURES**

CCCS has the right to monitor any and all aspects of its computer and telecommunications systems including employee e-mail, voice mail and file structures on any CCCS system. CCCS's right to monitor its computer system and telecommunications equipment includes, but is not limited to, monitoring sites users visit on the Internet, monitoring chat groups and newsgroups, reviewing material downloaded or uploaded by

users and reviewing e-mails received and sent by users. The computer and telecommunications systems are provided to the employees to assist them in meeting the requirements for the performance of their positions in CCCS. Employees should not have an expectation of privacy in anything that they create, send or receive on CCCS systems. All systems owned by CCCS are to be used for CCCS business purposes only. CCCS's control of all information on CCCS computers does not implicate intellectual property rights. Intellectual property rights are governed by Federal statutes and by BP 3-90.

A copy of SP3-125c, General Computer and Information Systems Procedures, may be found at <http://www.cccs.edu/SBCCOE/Policies/SP/PDF/SP3-125c.pdf> .

## **2.11 EMPLOYEE BENEFITS**

A maximum of one hundred sixty (160) hours per year sick leave may be granted to employees for absence due to illness or injury of a dependent or family member. A maximum of sixteen (16) hours per year of sick leave may be granted to regular faculty for personal reasons. In 2011, the State Board for CCOE voted to allow sixteen (16) hours, if unused, to be carried forward, for a maximum of thirty-two (32) hours, in any given year, that can be used for personal reasons.

See also, Section 8.

A copy of BP 3-60, Employees Benefits, may be found at <http://www.cccs.edu/SBCCOE/Policies/BP/PDF/BP3-60.pdf> .

## **2.12 PAYCHECKS**

All employees are required to have their pay directly deposited into their financial institution account. Employees will receive a copy of their pay advice through their College email account for each pay period.

## **2.13 FACUTLY ADDITIONAL YEAR, POST RETIREMENT**

If a faculty member meets the PERA eligibility requirement, CCD may elect to hire a retired faculty member for one academic year at the base salary he or she received the year prior to retirement. This salary will not include benefits and is at the discretion of the college. The Dean must recommend the faculty member and the Provost must approve the appointment.

**SECTION 3**

*FACULTY EMPLOYMENT, EDUCATION REQUIREMENTS AND  
CREDENTIALING STANDARDS*

### **SECTION 3 FACULTY EMPLOYMENT, EDUCATIONAL REQUIREMENTS AND CREDENTIALING STANDARDS**

#### **3.1 MINIMUM STANDARDS FOR HIRING NEW FACULTY**

##### **A. General Standards**

1. Faculty qualifications are based on degrees and credits earned from institutions of higher education accredited by one of the following:
  - One of the six regional accrediting associations
  - National Association for Accreditation of Technical Education
  - National Association of Schools of Music (music only)
  - Approved degrees of foreign equivalency
2. Faculty members with mixed assignments (teaching transfer, developmental and/or CTE/occupational courses) shall meet the appropriate education and occupational credentialing requirements for faculty in all assigned teaching areas.
3. CCD is required by the Higher Learning Commission, its accreditation agency, to ensure that all faculty appointments meet the educational and credential requirements of the position for which they are being hired. The Dean will ensure that the faculty member satisfies all educational/credentialing requirements before an appointment can be recommended and a faculty member can be employed.
4. The Provost and the President must give written approval for all new faculty hires.
5. Consideration will be given to the College affirmative action plan in making all new faculty appointments.
6. In exceptional cases, the Dean and Provost may recommend the hiring of a person who does not meet the hiring criteria but is distinguished in an area of expertise or brings unique characteristics to the College. Newly appointed faculty who do not have the appropriate education or occupational credential will be required to fulfill the qualification requirements during the initial three years of their probationary period. Probation may be extended an additional year to complete the qualifying requirements by written request of the Dean and approval of the Provost and of the President (see Section 3.2).
7. New faculty hires must complete all personnel forms and submit all official college transcripts documenting their degree/graduate level attainment to the office of Human Resources before their contract for services can be issued.

##### **B. Qualifications for University Parallel and Developmental Education Faculty**

All faculty teaching university parallel (i.e., transfer courses) must hold a master's degree, including at least 18 graduate-level semester hours in the subject matter associated with each specific program area to be taught. Faculty teaching developmental education courses must hold a master's degree reflecting content appropriate to the program area to be taught and demonstrate expertise in teaching developmental learners.

##### **C. Qualifications for CTE/Occupational faculty**

A faculty member teaching in a CTE/occupational program(s) not designed for university transfer must meet the following minimum requirements:

1. It is the goal of CCD that all CTE faculty hold a bachelor's degree in a related, dual or interdisciplinary area with adequate technical preparation content.
2. See [http://www.coloradostateplan.com/cred\\_postsecondary\\_forms.htm](http://www.coloradostateplan.com/cred_postsecondary_forms.htm) for the most current information and requirements.
3. An instructor in a field that requires registry must be registered.  
The initial CTE credential must be renewed in three years. EDU 250 and EDU 260 are both needed during this time in order to renew a full-time CTE credential. A part-time credential requires the completion of one of the following: EDU 250, EDU 222. A professional credential must be renewed every five years. Six semester hours or the equivalent (90) hours in workshops or other professional seminars must be documented and completed prior to renewal (all must be approved by the dean).

#### D. Temporary or Part-Time/Adjunct Faculty

All temporary or adjunct faculty must meet the same minimum qualifications as full-time faculty for the courses they teach in the assigned areas.

New adjunct faculty hires must complete all personnel forms and submit all official college transcripts documenting their degree/graduate level attainment to the office of Human Resources before their contract for services can be issued.

NOTE: Please contact the CCD credentialing officer for more information since these requirements may vary slightly with some disciplines. The Associate Dean for Instruction serves as CCD's credentialing officer; this person can be reached at 303-352-3201.

### 3.2 PROBATIONARY/PROVISIONAL FACULTY

All new faculty members shall serve a probationary (provisional) period from the date of employment until the completion of employment under three consecutive, full-year regular contracts. The probationary period may be extended for an additional year, but not to exceed four years, if the College President determines that additional time should be allowed (Reference BP-3-20).

During the probationary period the faculty member must meet the following minimal standards:

- A. Probationary faculty must work with a faculty mentor approved by the supervisor or Dean and document the goals and outcomes of this mentoring relationship in his/her annual self-evaluation.
- B. Probationary faculty must complete 30-clock hours of professional development per year.
- C. Student evaluations must be conducted in all courses taught by probationary faculty.
- D. Annual performance evaluations must reflect a Meets Expectations or higher.
- E. New faculty who do not meet the minimum hiring qualifications (see Section 3.1)

will be required to fulfill the qualification requirements during the initial three years of their probationary period. Probation may be extended an additional year to complete the credentialing requirements by written request of the Dean and approval of the Provost and President.

- F. The President has the ultimate hiring authority and has the ability to waive any of the preceding policies in special circumstances that will benefit the College.

### **3.3 MINIMUM STANDARDS FOR ENTERING NON-PROBATIONARY STATUS**

- To apply for non-probationary status, faculty members must fulfill the following:
- Meet all educational standards as stated in 3.1 Section B.
- Hold a current occupational credential if teaching CTE courses.
- Meet the standards outlined in section 3.2 during his/her probationary period.
- Submit a written request to the Dean to move to non-probationary status, which must be approved by the Provost and President.
- A provisional/probationary faculty shall not be renewed at the end of the provisional period unless the President approves removal from provisional status. The President's approval is typically based on recommendations and approvals from the Department Chair, the Dean and the Provost.

### **3.4 MINIMUM STANDARDS FOR CONTINUED EMPLOYMENT OF NON-PROBATIONARY FACULTY**

For continued employment, all faculty must continue to achieve acceptable performance evaluations as outlined in Appendix C, and CTE faculty must be credentialed through CCCS.

### **3.5. ANNUAL PERFORMANCE PLAN**

At the beginning of each academic year, all full-time faculty members are required to outline individual performance goals, including professional development activities for the year, which must extend beyond the job description and link to departmental and College goals. Progress toward meeting these goals is evaluated in initial, mid-year and summative conferences with the supervisor and in the end-of-year self-evaluation. (Refer to Faculty Performance Appraisal Process, Section 10.0.)

### **3.6 COMMUNITY COLLEGE OF DENVER PROFESSIONAL DEVELOPMENT REQUIREMENTS**

At CCD, there are a variety of options for new and veteran faculty to earn the required professional development hours. These professional development activities, facilitated by CCD's Teaching and Learning Center (TLC), are designed to develop and enhance the teaching and learning process at CCD.

Probationary faculty are required to complete 30 hours of credentialing activities per year. Non-probationary faculty are required to complete 90 hours of credentialing activities every 5 years.

## **THREE OPTIONS FOR PROFESSIONAL DEVELOPMENT**

### **OPTION 1: INDIVIDUALIZED ASSISTANCE THROUGH THE TLC**

A faculty member can design his/her own program of in-service priorities by choosing from a variety of options for professional involvement to create the plan. Following are some suggestions. Faculty members and their Chair or Dean might identify others, as well, to complete a pre-approved plan of professional development for the year.

- Conference Attendance (1:1)
- Mentoring Activities (3:1)
- Instructional Enhancement Projects (1:1)
- Student Success/Retention Projects (1:1)
- Learning Community Course Development (1:1)
- Occupational Experience (3:1)
- TLC Roundtable or Forum Presentations (2:1)
- TLC Presentations (Workshops and Seminars) (1:1)
- Faculty/Student Orientation Presentations (2:1)
- Publications (2:1)
- Discipline Specific Industry Training (1:1)
- College Credit Classes (Related to the discipline or teaching effectiveness) (1:1)  
[Note: CCD faculty development funds cannot be used to pay tuition for credit-bearing classes, but these classes can count as professional development hours.]

The TLC maintains a resource center and the college provides faculty development resources as well. If a faculty member has a specific need or an idea he/she would like to develop, the faculty member should contact TLC staff to explore the opportunity.

### **OPTION 2: SPECIAL TOPICS WORKSHOPS AND CLASSES**

Areas of emphasis consistent with CCD's mission and values are addressed through programming offered through the TLC. The schedule of TLC activities is advertised throughout the year via fliers and CCD electronic communications.

### **OPTION 3: DISCIPLINE-SPECIFIC WORKSHOPS**

Specific requests from a Department or Center for discipline-specific workshops designed to address issues identified by the faculty in these areas can be coordinated through the TLC.

All faculty are invited to attend. The TLC is located in the Cherry Creek Building – Room 224 and can be reached at 303-352-3201.

**SECTION 4**

*FACULTY LEVEL PLACEMENT,  
ADVANCEMENT AND  
COMPENSATION*

## **SECTION 4 FACULTY LEVEL PLACEMENT, ADVANCEMENT AND COMPENSATION (REFERENCE BP 3-55, SP 3-55)**

### **4.1 PHILOSOPHY**

CCD's standards for faculty placement, advancement and salary adjustments are designed to reward and promote teaching excellence. The standards are a means of focusing our collective attention on teaching effectiveness, examining our assumptions and creating a shared academic culture dedicated to continuously improving the quality of instruction at CCD. Described within are: expectations and standards for quality teaching that are explicit and public; procedures for systematically gathering evidence on how well performance matches those expectations and standards; guidelines for analyzing objectively and quantitatively the available evidence; and directions for using the resulting information to document, explain and improve performance.

### **4.2 INITIAL PLACEMENT OF NEW HIRES**

#### **LEVEL PLACEMENT**

All new full-time faculty hires are placed at the level of Assistant Professor; the full-time hire date is the date on which the faculty member was hired as a full-time probationary faculty member.

### **4.3 LEVEL DEFINITIONS**

**ASSISTANT PROFESSOR** All new full-time faculty hires and probationary faculty. All full-time faculty members with four years or less at CCD.

**ASSOCIATE PROFESSOR** Non-probationary faculty who meet CCD's minimum criteria for their teaching assignment and have a minimum of four years of CCD experience as full-time faculty.

**PROFESSOR** Faculty who maintain minimum credentialing/professional development criteria for their teaching assignment and have a minimum of eight years of CCD experience as full-time faculty.

### **4.4 CRITERIA FOR ADVANCEMENT**

Level advancement will be consistent with the CCD Performance Appraisal Process, including the following:

- A. Fulfillment of probationary, credentialing and/or continued employment requirements as set forth in the Performance Appraisal Process (see Section 10);
- B. Movement from probationary status;
- C. Completion of requisite number of years of service;
- D. Demonstration of teaching and/or job performance for six years at the Meets

Expectations category or higher, as defined by the Performance Appraisal Process;

--or--

Demonstration of teaching and/or job performance for four years at the Exceeds Expectations category or higher, as defined by the Performance Appraisal Process.

#### **4.5 PROCEDURES FOR ADVANCEMENT**

- A. Faculty must remain at each salary level for a minimum of six years at Meets Expectations or a minimum of four years at Exceeds Expectations. Full-time faculty may not move to Associate Professor until he/she has completed a minimum of four years at CCD.
- B. Faculty are eligible for advancement from one level to the next upon reaching or fulfilling the requirements for the next level. Faculty should contact Human Resources no later than April 1 to begin the process for being considered for advancement.
- C. Faculty requesting level advancement must receive the approval of the appropriate Chair, Dean/Supervisor, Provost and President to be moved forward.
- D. Faculty must have been rated at the Meets Expectations category or higher for six years to qualify for advancement to the next level; or, faculty must have been rated at the Exceeds Expectations category or higher for four years to qualify for advancement to the next level.
- E. Upon completion of the faculty member's annual evaluation (May 15<sup>th</sup>), the faculty member who is eligible for advancement may be advanced from one level to the next as of the next fall semester.

#### **4.6 OVERLOAD AND SUPPLEMENTAL ASSIGNMENTS**

Full-time faculty members who are given an overload teaching assignment shall be paid on a credit hour basis, according to the type of class (lecture vs. lecture/lab combination) and at the existing adjunct pay rate. Full-time faculty members who are given a supplemental assignment in addition to their normal contract shall be paid at the existing faculty hourly or daily rate.

The College may employ its own full-time faculty for overload teaching or special assignments provided that such assignment(s) do not exceed two classes or 8 credits in any one semester. Summer and interim (between semesters) teaching assignments are not calculated as part of overload assignments. According to BP 3-80, regular faculty teaching loads over 15 credits in a semester must be approved by the President or the Provost. Regular faculty teaching loads beyond 21 credits in a semester must be approved by the President.

#### **4.7 SUMMER ASSIGNMENT**

Full-time faculty members who are given a summer teaching assignment shall be paid on a credit hour basis, according to the type of class (lecture vs. lecture/lab combination) and at the existing adjunct rate.

Low enrollment classes may be canceled at the discretion of the Dean and/or the Provost. Faculty members given a summer assignment shall be expected to maintain appropriate office hours.

#### **4.8 ANNUAL SALARY ADJUSTMENT OBJECTIVES**

CCD strives to maintain a system for annual faculty salary increases in keeping with CCHE and CCCS guidelines that ensures consistent and fair compensation of faculty throughout the College. Every effort will be undertaken to develop an active and ongoing compensation program. Annual salary adjustments are aimed at the following key objectives:

- To reward meritorious faculty performance.
- To establish external and internal equity in salary and benefit decisions.
- To maintain and inspire productive faculty.
- To develop incentives for traditional and non-traditional educational achievement.
- To keep pace with ongoing market adjustments.

#### **4.9 FACULTY PAY PLAN PROCEDURES (REFERENCE BP 3-55)**

##### **A. Annual Salary Plan**

According to SP3-55 and BP 3-55, CCD is required to develop a salary plan for faculty, staff and administrators. The salary pool for compensation of all employee groups is determined during the annual budget setting process and is dependent on the following factors:

- General fund appropriations;
- System decisions on compensation or salary allocations; and
- CCD compensation goals for each year.

##### **B. Faculty Compensation Committee**

CCD's compensation goals for each year will be consistent with the annual salary objectives stated above (Section 4.8). To prioritize faculty concerns on compensation, a Faculty Compensation Committee will be established. The Provost and the Chair of the Faculty Council will co-chair the committee. The committee will be composed of the following:

- Two other faculty members appointed by the Faculty Council;
- The Director of Human Resources;
- One Dean as appointed by the Provost;
- One at-large appointment as determined by the co-chairs.

Each year at the beginning of the annual budget setting process, the Faculty Compensation Committee will make a formal presentation to the President and Executive Staff and report on faculty areas that need compensation improvement. These

recommendations will inform the development of the CCD budget for the following fiscal year.

This committee will be guided by the compensation objectives noted in section 4.8 to achieve the following goals:

- Develop a method for determining faculty priorities on compensation decisions;
- Develop a communications plan for receiving faculty input and disseminating compensation decisions;
- Submit formal compensation recommendations for the faculty to Executive Staff before the annual college budget allocation process is convened.

**SECTION 5**

*FACULTY JOB DESCRIPTIONS*

## **SECTION 5 FACULTY JOB DESCRIPTIONS**

### **5.1 FULL-TIME FACULTY JOB DESCRIPTION**

CCD faculty are professional educators with the primary responsibility of providing a quality education for all CCD students. All CCD faculty are responsible for fulfilling the following duties and responsibilities in a timely manner and in accordance with the philosophy, policies and procedures of the College.

#### **Teaching Effectiveness**

1. Demonstrate a thorough and accurate knowledge of the subject area and of effective teaching practices.
2. Teach assigned classes at scheduled time and place.
3. During the first week of the semester for all courses taught, provide each student with a written statement of course requirements that follows the approved course content guide and includes the course outline, timelines, learning outcomes, major assignments and grading criteria, office hours, required textbooks and materials.
4. Conduct timely and consistent assessments of student learning achievements.
5. Maintain accurate student records (enrollment, attendance and grades).
6. Establish and keep posted office hours that are reasonable for student access.
7. Assist, advise and mentor students in accomplishing their course and program goals.
8. Use retention strategies in and out of the class to maximize student success.
9. Respond effectively to consistent patterns of student complaints.
10. Assign and submit grades based upon the results of evaluations and college grading policy. Grades must be submitted by the published date. Failure of any faculty to submit grades on time may be noted in the annual performance appraisal and may affect subsequent merit increases.
11. Remain current with content, technology and teaching and learning strategies in the discipline.
12. Maintain necessary educational credentials as described in the CCD Credentialing Plan.
13. Participate in College in-service activities, faculty development programs, seminars, continuing professional education, or other professional development activities.
14. Complete 30 hours of professional development per year for probationary faculty and 90 hours every five years of non-probationary faculty. Professional development activities must have Dean approval.
15. Engage in professional & academic growth and development to encourage continuous improvement.

#### **Service to the College**

16. Maintain familiarity with College and center goals, mission and strategic directions.
17. Contribute to College planning, budgeting and development processes.
18. Contribute to curriculum and program development and review.
19. Attend College, division, center, faculty, or other meetings, as requested.
20. Attend and participate in graduation and convocation activities.
21. Participate in institutional effectiveness and accreditation activities.

22. Build relationships that contribute to a community of trust, integrity and collegiality.
23. Abide by all College and board policies and procedures and state and federal laws.
24. In extenuating circumstances involving health and safety, faculty may be asked to assume additional program specific responsibilities.
25. Participate in activities that promote community service or civic engagement related to the College mission and goals (for example, facilitate student involvements in community or civic activities, serve as a mentor for student volunteerism, represent the College on local or state boards, integrate service learning into curriculum, make community presentations on behalf of the College and serve on external advisory committees).

## **5.2 FACULTY CHAIR/COORDINATOR JOB DESCRIPTION**

The Community College of Denver faculty consists of professional educators with the primary responsibility of providing a quality education for all CCD students. All CCD faculty members are responsible for fulfilling their duties and responsibilities in a timely manner and in accordance with the philosophy, policies and procedures of the college. Faculty members serving as program/department/cluster coordinators or chairs have duties beyond the class that may include leadership, management, coordination, budget control, curriculum development, conflict resolution and problem solving. As a learning college, Community College of Denver recognizes that these coordinator/chair positions are organic and must adapt to the needs of the program/department/cluster being served. Therefore, specific duties and responsibilities associated with these roles, for which the coordinator/chair is given release time from class teaching, must be established with the supervisor and noted on the Annual Performance Plan.

### **Program Chairs/Coordinators contribute to:**

- Student success and retention
- Program development and coordination
- Program marketing (CTE)

### **Program Chairs/Coordinators are responsible for:**

#### **Academic Advising**

- Collaborates with discipline faculty, advisors and other college personnel to ensure that current and accurate information is provided to new and current students
- Develops and updates program requirements and written program materials
- Provides required reports to state, federal and reporting agencies

#### **College involvement**

- Participates in the annual strategic planning process and budget development \*
- Participates in targeted professional development activities, task forces and committees
- Demonstrates an understanding of college operations such as organizational structures, philosophy and mission
- Demonstrates effective management skills that promote work quality and production and employee growth and development

- Maintains and enhances professional expertise in the field by networking and developing partnerships
- Works cooperatively with others to create positive communication and shared goals

### **Coordination**

- Coordinates with program faculty for integrity and timeliness of the curriculum at all venues within the college
- Coordinates in the planning, staffing and evaluation of pre-collegiate and non-Auraria venue classes and programs
- Coordinates in the planning, staffing and evaluation of online and classes and programs
- Ensures that content guides are current and updated
- Ensures that master syllabi are used by all instructors
- Coordinates (with other faculty) textbook selection and ordering
- Leads teams (faculty, advisory committees and staff) to conduct program reviews/analysis/recommendations
- Ensures accurate catalog content
- Coordinates with faculty, deans, campus directors and office managers to develop class schedules
- Recruits, interviews and recommends adjunct and fulltime faculty for hire\*\*
- Manages, mentors and monitors adjunct faculty and fulltime faculty\*\*
- Ensures faculty are informed of CCD's grading policies
- Performs class observations of adjunct faculty and fulltime faculty, as outlined in the faculty handbook\*\*
- Reviews student evaluations of adjunct and fulltime faculty\*\*
- Collaborates with faculty and deans to facilitate articulation and transfer agreements
- Develops and maintains community partnerships to promote CCD services and/or to create opportunities to further the college mission and services (CTE)
- Delegates program responsibilities based on a thorough understanding of duties, consideration of skills and timely review
- Makes informed, fair and effective decisions based on thorough understanding of situations
- Assists in the mediation of issues that arise with faculty and/or students
- Takes action to promote work quality, efficiency and effectiveness
- Produces high-quality results with a focus on continuous quality improvement
- Respects others and creates opportunities for inclusion and valuing differences

Duties specific to individual programs may vary and will be negotiated with the supervisor

\*Depending on the center, chairs/coordinators *may* be required to manage the budget associated with their programs.

\*\*Typically, chairs/coordinators hire, supervise and evaluate the full-time faculty in their areas.

**SECTION 6**

*FACULTY WORKLOAD*

## SECTION 6 FACULTY WORKLOAD (REFERENCE BP 3-80)

### 6.1 FULL-TIME FACULTY WORKLOAD POLICY

#### A. Policy Statement

Faculty members are professional educators with the primary responsibility of providing quality education for all who attend the College. To well serve the community, the College and students, faculty must continuously update their expertise and strive for professional growth. It is CCD's intent to establish a fair and equitable workload policy.

#### B. Workload Components

Basic components of the workload include fulfilling the requirements of the faculty job description (see Section 5.0): teaching effectiveness and service.

Teaching and service components can include, but are not limited to: curriculum development; classroom instruction; advising of students; maintenance of student records; and office hours. Appropriate activities for professional educators also include: serving on institution-wide committees and statewide task forces; student recruitment; sponsorship of student activities; job placement and community outreach services; participation in professional organizations that enhance the educational mission of the College; and development of innovative approaches to learning.

#### C. Assignments

Supervisors shall establish equitable workloads to the extent possible among faculty after taking into account all activities assigned to faculty and the inherent characteristics of the academic discipline and/or vocational/technical area to which the faculty member is assigned.

These considerations shall include, but are not limited to: number of classes; class hours; class size; number of preparations; delivery mode; centrality to role and mission; committee work; sponsorship of student activities; need for student advising; need for student recruitment; job placement; and community outreach services, as well as resource generation.

In making workload assignments, the supervisor will also consider the weights appropriated to the principle factors considered in evaluation of faculty performance (REFERENCE SP 3-31):

- Teaching..... 70%
- Service..... 30%

#### D. Standard Load

Full-time faculty will have a minimum of a 40-hour work week in keeping with the requirement for all state employees. This includes an expectation that faculty perform all professional duties assigned by CCD, including, but not limited to: meeting all classes; meeting all office hours; serving on College or System committees; and engaging in professional development activities. These professional duties may be performed on and off campus as determined by the supervisor.

A full-time academic teaching assignment for any combination of lecture/lab classes should equal 15 credit hours. A full-time CTE or Art teaching assignment may have a range of 225 – 360 contact hours. At 360 contact hours the load equivalent changes from 15 to 12 credit hours. Therefore, a teaching schedule that includes 4 studio classes would be equivalent to a full load and would be limited to 12 credit hours.

In cases where classes selected by faculty are cancelled due to low enrollment, the full-time faculty member will displace adjunct faculty from classes to allow the full-time faculty member to maintain his/her full workload.

Standard office hours are 5 hours per week for working with students in the faculty member's classes and the general advising of other CCD students. Office hours must be noted in all course syllabi and posted publicly. Office hours must be approved by the supervisor.

A faculty member's work week typically consists of five days on campus or the equivalent combination of alternative times (evenings, weekends) with a minimum of 30 hours and four weekdays on campus. Faculty who teach evenings will not be assigned a morning class within 12 hours from the previous evening class, unless agreed to by the faculty member. In any given day, the course schedule for a faculty member will be spread over no more than eight hours, unless agreed to by the faculty member. Workloads may vary between fall and spring semesters as long as they average to the standard. Overloads must meet CCD and CCCS policy.

Full-time faculty non-contract days, including chair days, must consist of a minimum of 8 hours.

As part of the annual faculty appraisal process, the supervisor and/or Dean and the faculty member will set goals, workload and work schedule expectations. Supervisors and Deans have responsibility for assigning faculty workloads. Any faculty member who feels that the application or interpretation of the workload policy is being inequitably applied should contact Human Resources and may file an appeal through The Faculty Workload and Employment Conditions Review Committee (see Section 6.2).

Probationary full-time faculty and adjunct faculty are required to have student evaluation of instruction surveys done in all classes taught each semester. Ideally, courses will be evaluated at the 80% completion stage, but must be evaluated between 75% and 85% of completion.

#### E. Reassignment Guidelines

Full-time faculty members may be released from teaching-contract obligations when at least one of the following criteria is met:

1. Service as chairperson of a committee/council or as a Faculty Advisor for a student organization as deemed appropriate for released time by supervisory approval.

2. Activities associated with a specially funded project that reimburses the faculty's cost center for released time with approval by the Dean and the Department Chair.
3. Activities associated with a program, center, or campus project and approved by the Dean and Provost.
4. Activities associated with a college, community, state, or national project and approved by the Dean, Provost and President.
5. Chairing or coordinating a College academic/CCTE program.
  - a. Chairs are recommended by the Center Dean on an annual basis when annual evaluations are completed in the spring (May 15<sup>th</sup>); this appointment is to be approved by the Provost by May 20<sup>th</sup>. If the Provost does not approve a Dean's recommendation, the chair appointment for the following fall must be resolved no later than May 30<sup>th</sup>.
  - b. Reassignment/release time is determined by the CCD program chair with approval by the Deans and Provost (all requests for release time or changes in release time are reviewed and decided collectively by the Deans and Provost).
  - c. Chairs will be notified of their appointment and release time by the Dean no later than May 25<sup>th</sup> unless the Chair and Dean are negotiating, in which case the Chair would be notified by June 3<sup>rd</sup>.
  - d. Chairs will determine whether they want to accept the appointment and release time and must notify the dean by June 10<sup>th</sup>.

#### F. Overload Assignments

Overload assignments are defined as contracts for additional teaching or special project assignments in excess of the current regular full-time faculty assignment, for which the faculty member receives additional compensation. The College may employ its own full-time faculty for overload teaching or special assignments provided that such assignment(s) do not exceed 2 classes or 8 credits in any one semester. Independent study assignments and per head classes will be counted toward a full-time faculty member's overload limitations. Summer and interim (between semesters) teaching assignments are not calculated as part of overload assignments (see Section G). According to BP 3-80, regular faculty teaching loads over 15 credits in a semester must be approved by the President or the Provost. Regular faculty teaching loads beyond 21 credits in a semester must be approved by the President.

Priority consideration for overload assignments will be given to full-time faculty members; however, in special circumstances the dean may elect to award the assignment to a part-time or contract employee if particular expertise is needed. (Note: Adjunct faculty may not do "overloads.") In keeping with Board Policy, overload assignments must be authorized through a written contract and approved by the Provost and the College President.

### G. Summer and Interim Appointments

Full-time faculty members may be given additional teaching or project appointments between traditional fall and spring academic semesters (summer and interim/Winterim terms) to meet instructional needs of students or special needs of the College. Such appointments may be awarded to full-time or part-time employees and are made on a temporary basis and paid according to the College's standard compensation policies.

Priority consideration for such assignments will be given to full-time faculty members; however, the supervisor or dean may elect to award the assignment to a part-time or contract employee if particular expertise is needed.

## 6.2 FACULTY WORKLOAD AND EMPLOYMENT CONDITIONS COMMITTEE

### A. PURPOSE

The Faculty Workload and Employment Conditions Committee (FWECC) is designed to provide a consistent and impartial system for any faculty member who feels that the application or interpretation of the prevailing workload policy or conditions of employment is being misapplied to his/her situation. If an individual faculty member and his/her supervisor/Dean are unsuccessful in resolving a workload or employment issue under dispute through good faith discussions, the faculty member may appeal to the FWECC for review. The role of the committee will be to render a written recommendation to the Provost, who, in conjunction with the President, will make a final decision.

A review of workload issues may include, but is not limited to, the following:

- Consistency of workloads within the program area, excessive workloads, logistical problems relating to workloads, insufficient time to prepare for new work assignments, complying with minimum work weeks, weekend or after-hours workloads, etc.

A review of conditions of employment may include, but is not limited to the following:

- Eligibility for benefits, scheduled work hours or assignments, reassignments, access to appropriate technology or equipment necessary to successfully implement instruction, misapplications of board policies or procedures, etc.

NOTE: This committee will not consider matters affecting annual performance appraisals of those items contained in Board Policy 3-20 due Process for Faculty since other appeal mechanisms exist for these concerns.

### B. COMPOSITION OF THE COMMITTEE

At the beginning of each academic year, the Faculty Council will recommend three faculty members to serve on the FWECC. The Provost will appoint a Dean to serve on the committee. Committee members will determine who will be chair of the committee.

### C. DUTIES OF THE CHAIR

1. Coordinate the time and place of any appeals to the FWECC with all involved. The Provost will provide administrative support of the committee.
2. Serve as the Chair of any appeals and impartially moderate the hearing under prevailing rules of parliamentary procedure.
3. Prepare a written report and recommendations on the issues or concerns expressed in the appeal process and submit the report to the Provost.

### D. DUTIES OF EACH MEMBER

1. Establish an absence of a “conflict of interest” in the proceedings.
2. Become familiar with the written positions of both parties.
3. Become familiar with the prevailing workload policy.
4. Maintain an open mind to hear the issues under dispute.
5. Actively participate in the development of the facts and development of the committee’s recommendations.
6. Meet at the time and designated place to hear the appeal and to expedite the matter’s disposition.

### E. RESPONSIBILITIES OF BOTH PARTIES BEFORE THE APPEAL

- a. The faculty member will provide a written statement to the FWECC specifically identifying what provisions of the workload policy or employment conditions are under dispute. The faculty member will also submit proposed solutions.
- b. The supervisor or Dean will provide a written statement to the FWECC on the application and consistency of the workload policy or employment condition under dispute in the program area.

### F. TIMELINES FOR FWECC APPEALS

- a. A faculty member objecting to a decision made regarding his/her workload or employment conditions should immediately schedule a meeting with the supervisor or Dean to discuss the issue. The faculty member should prepare a written statement outlining his/her viewpoints and supply any supporting documentation for this discussion.
- b. If a faculty member is not satisfied with the decision rendered by the supervisor or Dean, he/she may submit a written appeal to the chair of the FWECC within three (3) working days of meeting with the supervisor or Dean. Failure to submit a written appeal within this time frame forfeits the faculty member’s right of appeal.
- c. The chair of the workload committee will convene the FWECC within five (5) working days of receiving the appeal request, or at a reasonable time as determined jointly by the faculty member and the supervisor or Dean.
- d. Within three (3) working days after hearing the appeal, the FWECC will submit its report and recommendations to the Provost with copies to the faculty member and the supervisor or Dean.
- e. Within three (3) working days after receiving the FWECC report, the Provost will confer with the President and issue a written decision of the dispute’s conclusive disposition to all parties.

### **6.3 PART-TIME/ADJUNCT FACULTY WORKLOAD AND ASSIGNMENTS**

Adjunct faculty are hired on an as-needed basis to fulfill specific limited duties (e.g., teach a class, develop a course) at a per-credit-hour or hourly rate established by the College in keeping with ranges established by the Board. Any one such appointment shall be for less than one academic year; most are for a single academic semester. All contracts must be approved by the Department Chair and Dean.

Successive appointments may be made on an unlimited basis; however, the College has no obligation to issue continued appointments to any adjunct faculty. Performance evaluations must be conducted for all adjunct instructors each term. This will include student evaluations of instruction in all classes taught and at least one classroom observation per year. New adjunct faculty must have a classroom observation done in their initial semester. Adjunct faculty are subject to the terms of their appointment and have no benefits except those provided by law.

Adjunct instructor contracts, hiring and disbursement of course materials are the responsibility of center program chairs/coordinators or center deans. Contracts are contingent upon class registration. Employees who are in the adjunct or hourly category are paid biweekly. All employees are required to participate in the Public Employees Retirement Association (PERA).

Adjunct faculty office hours are determined by each Center, but, typically, adjunct faculty office hours will consist of one hour per class per week, not to exceed two hours per week. Adjunct faculty office hours must be held at a time beneficial to students and need to be approved by the program Chair. Academic centers may alter the office hours to benefit their programs, but they are not to exceed the above requirements.

Adjunct faculty are required to have student evaluation of instruction surveys done in each class taught.

### **6.4 COMMUNITY COLLEGE OF DENVER ADJUNCT FACULTY JOB DESCRIPTION**

**POSITION TITLE:** Adjunct Faculty

**REPORTS TO:** Program chair or their designee for the area(s) in which the adjunct faculty member teaches.

**SUPERVISES:** No supervisory responsibilities associated with this position.

**BASIC FUNCTIONS:** Provide instruction in assigned class(es) in coordination with your program supervisor and established course model syllabus/syllabi.

**SPECIFIC DUTIES AND RESPONSIBILITIES:**

1. Understand and uphold the values and mission of the College.
  - a. CCD is a teaching and learning institution; we specialize in student success. Adjunct faculty must be more than subject area experts; they must be effective, developing teachers.
  - b. CCD instructors are knowledgeable about pedagogy, methods, retention, diversity, assessment and college and community life.
  - c. Learning and student success is placed at a high value for all CCD instructors, staff and students.
  
2. Teach assigned classes:
  - a. Start and end classes promptly at scheduled times and calendar start/stop dates.
  - b. Teach assigned curriculum and make maximum use of required texts and materials as directed by your chair.
  - c. If you know in advance you cannot hold your class, make prior arrangements with your chair.
  - d. If you move your class for a session, make your chair and the center office aware so they can notify lost students.
  - e. If you have a discipline issue, speak with your chair. If needed, you will then progress through the proper channels to involve the College's Student Conduct Officer. If a student has a complaint related to the course, they will be directed to you. If you cannot resolve the student complaint, speak with your chair. The chair will then involve the dean if warranted.
  - f. For those classes which include a laboratory component, conduct all lab experiences in a professional manner to include:
    - i. Ensuring availability of supplies.
    - ii. Complete understanding of all aspects of the lab procedures.
    - iii. Proper and prompt clean-up of the laboratory.
  - g. Promote a professional image and standard by abiding with all relevant College and System policies.
  
3. At the start of the semester, provide and review with students:
  - a. A syllabus for the course that includes all required components of the CCD course model syllabus.
  - b. The course attendance and grading policies.
  - c.
  
4. Attendance:
  - a. Taking attendance is mandatory. Maintain accurate records of attendance.
  - b. Report no-shows in Banner (CCD Connect) on the census date.
  - c. Until census date, print a new roster each time you go to class. Beyond census, check the roster periodically to insure that students haven't dropped from the roster.
  - d. Although attendance is required, the style and method of attendance recordkeeping is left to the discretion of the instructor (D2L, Excel spreadsheet, grade book, etc.).
  - e. Communicate your attendance policy and expectations to your students.
  - f. Submit attendance records to the center designee according to published deadlines

and CCD policy.

5. Grading:
  - a. Maintain accurate grading records.
  - b. Specific information on grading is in the catalog. See your chair with additional questions.
  - c. Communicate your grading policy and expectations to your students.
  - d. Submit all grades by the published deadline which includes entering final grades into Banner (CCD Connect) and emailing a copy of your final grade records and attendance records to the center designee according to published deadlines and CCD policy.
6. Syllabus:
  - a. By the end of the first week of classes, email the center administrative assistant a copy of the course syllabus.
  - b. A template for the syllabus will be provided by the office manager and/or department chair. The template represents the minimums. Be thorough, it is your contract with the students. Make sure to include all important dates, office hours, assignments, your CCD email, etc.
7. Communication:
  - a. Conduct all College business using the CCD email account.
  - b. Check CCD email account at least every 48 hours during the teaching week and respond promptly to messages.
  - c. Check campus mailbox(es) on a weekly basis.
8. Office Hours:
  - a. To be held as determined by department chair.
9. Facilitate the student evaluations of instruction before the posted deadline and in accordance with established policies and procedures.
10. Allow for classroom observation by dean, chair, regular or senior adjunct faculty to be determined by department chair.

Center/Department Specific Instructions:

NOTE: Adjunct faculty may teach or work the equivalent of a maximum total of 27 credit hours during any one academic year (fall and spring semesters). For the summer term, the maximum is ten (10) credit hours. The Provost may grant waivers as necessary.

**SECTION 7**

*FACULTY DUE PROCESS,  
GRIEVANCE POLICY AND PROCEDURES*

**SECTION 7                      FACULTY DUE PROCESS, GRIEVANCE POLICY AND PROCEDURES  
(REFERENCE BP 3-20)**

**7.1     DUE PROCESS FOR FACULTY**

**A.   POLICY STATEMENT**

It is the purpose of this policy to:

- Promote excellence within the state system community colleges;
- Protect academic freedom and intellectual inquiry;
- Recognize the responsibility of the college Presidents to provide leadership and sound fiscal management of their institutions; and,
- Provide a fair and orderly process for the involuntary termination of employment of faculty members at state system community colleges.

**B.   SCOPE**

This policy applies to any Board employee at a state system community college whose employment is covered by a regular faculty contract for continuing service, with the following conditions:

- The employee is assigned to a position funded entirely by state funds or is assigned involuntarily or temporarily to a position funded in whole or in part by non-state funds;
- The employee's contract is for at least 50 percent of full-time service; and
- The employee's work assignment includes at least one-half (½) of a full-time equivalent workload (.5 FTE) performing duties as a teacher, which may include program coordination/development and related activities. Counselors and librarians holding faculty contracts prior to July 1, 1995 shall also be covered.

**C.   PRECEDENCE**

This policy shall have precedence over all other policies of the Board or college which are in conflict or inconsistent with it.

**D.   DEFINITIONS**

**ACADEMIC FREEDOM**

The absence of constraint or coercion of choosing what and how one will teach (within the constraints of official course descriptions and official course content guides), investigate, study or present in all fields of learning.

**DISMISSAL**

The involuntary termination of a contract of employment during the term or upon the expiration of the contract for reasons other than reduction in force.

**EVALUATION**

The regular formal process used to review and record an employee's performance of his/her assigned duties.

**FISCAL EMERGENCY**

An emergency caused by a reduction in the sum total of general fund revenues appropriated to the Board and cash funds received by the Board and/or a reduction in the Board's allocation to a college; aforementioned reduction(s) threaten the ability of a college to maintain its previous level of operations or previous standards in the fulfillment of its role and mission, as determined by an affirmative vote of the Board.

**NONRENEWAL**

Failure or refusal to offer to an employee a new contract of employment for the subsequent year.

**PRESIDENT**

The Chief Executive Officer of a state system community college.

**PROGRAM AREAS**

Units within a college that may provide the basis for determining which employee(s) will be reduced when a reduction in force is necessary.

**REDUCTION IN FORCE**

Termination of the contract of employment based on reasons other than non-renewal or dismissal for cause.

**STATE FUNDS**

Funds appropriated to the Board by the General Assembly and allocated by the Board to a college; and/or funds received from a school district for purposes of providing secondary vocational education.

**TIME**

Unless otherwise indicated, holidays, weekends and faculty non-working days shall not be counted when computing time.

**E. REASSIGNMENT**

At the discretion of the President an employee may be reassigned by changing job title, job description and/or assignment. If the reassignment occurs during the term of an employment contract, there will be no reduction in compensation during that contract term. The President's decision is final and not subject to review.

**F. PROVISIONAL/PROBATIONARY EMPLOYEES**

Employees shall serve a provisional/probationary period from the date of employment until the completion of employment under three consecutive full-year regular contracts. The provisional period may be extended for an additional year, but not to exceed four years if the college President determines that additional time should be allowed.

**REMOVAL FROM PROVISIONAL STATUS:**

A provisional employee shall be non-renewed at the end of the provisional period

unless the college President approves removal from provisional/probationary status.

#### G. NON-RENEWAL

##### GROUND S:

A provisional/probationary employee's contract may be non-renewed without cause at the end of any contract.

A non-provisional/non-probationary employee's contract may be non-renewed on grounds of below standard evaluations for two consecutive years.

##### NOTICE:

Notice of non-renewal shall be given by the President no later than sixty days preceding the end of the contract term. The effective date shall be no sooner than the end of the then current contract.

##### REVIEW:

There shall be no review of non-renewal of a provisional/probationary employee's contract.

A non-provisional/non-probationary employee whose contract is non-renewed shall have the right to request within ten days of service of notice a peer review as provided hereinafter.

#### H. DISMISSAL, SUSPENSION, OR OTHER DISCIPLINARY ACTION FOR CAUSE

##### GROUND S

The following shall constitute grounds for dismissal, suspension and other disciplinary action for cause:

- Insubordination;
- Neglect of duty;
- Conviction of a felony or acceptance of a guilty plea or a plea of nolo contendere to a felony;
- Moral turpitude;
- Incompetence after notice and opportunity to improve;
- Mental or physical disability which, even with reasonable accommodation, substantially interferes with the person's ability to perform the essential functions of the job in question. Termination under this ground shall be in compliance with Federal law which prohibits discrimination against handicapped persons;
- Failure to fulfill provisions of an employment contract; or,
- Other good and just cause as determined by failure to meet reasonable written and published standards.

##### NOTICE

Notice of dismissal, suspension, or other disciplinary action may be given by the President at any time and shall state the grounds and effective date.

## REVIEW

An employee who is dismissed or suspended in excess of 15 work days under this policy shall have the right to request within 10 days of service of notice a peer review as hereinafter provided.

An employee who is suspended for 15 or less work days or otherwise disciplined shall have the opportunity to provide a written response to the charges which shall be placed in the employee's personnel file. An employee who is suspended for 15 or less days may request, within 10 days of service of the suspension, a review by the System President. The review shall consist of a meeting between the System President or his/her designee, the college President or his/her designee and the faculty member, at which time the faculty member will be given an opportunity to rebut the facts that support the suspension. The decision of the System President will be final and not subject to further review.

## I. REDUCTION IN FORCE GROUNDS

The grounds for reduction in force shall be:

- Justifiable lack of work;
- Justifiable reduction in a program area;
- A reduction or elimination of funds received from a school district for purposes of providing secondary vocational education, as determined by the President; and/or
- A Board declaration of a fiscal emergency as defined in this policy.

## INITIAL DETERMINATION

It is the responsibility of the President to determine whether one of the above situations will require a reduction in force. As soon as it becomes apparent to the President that a reduction in force is necessary, the President shall determine the number of reductions that may be accommodated by retirements, resignations, dismissals, non-renewals, leaves, or other types of normal attrition. Faculty not holding regular full-time or regular adjunct contracts and faculty holding provisional contracts in program area(s) affected shall be reduced prior to the reduction in force of any regular non-probationary faculty member in the same program area.

## CRITERIA FOR REDUCTION

When staff reduction cannot be satisfied by any of the above methods, the President shall identify the person(s) to be reduced in affected program area(s) based upon consideration of service credit as provided hereinafter, evaluations as defined in this policy, and affirmative action.

## NOTICE

The President shall give a minimum of 60 days written notice prior to termination due to a reduction in force.

**REVIEW**

An employee who is reduced in force shall have the right to request within 10 days of service of notice a peer review as hereinafter provided. There shall be no right to peer review of a Board declaration of fiscal emergency.

**REHIRE**

Regular employees who have been reduced in force under this policy shall have the right to be rehired into the program area at the institution from which they were reduced when an opening occurs in a regular position. Such right shall extend for a period of three years from the effective date of their reduction. Employees who are so rehired shall have all the benefits of service credit, salary and fringe benefits reinstated.

Regular employees who have been reduced in force under this policy shall have the right to request that their name be placed on a system-wide rehire list maintained by the System President. When there are openings in regular positions at any state system community college, and there are no employees who have the right to rehire under the above provision, the President of the hiring institution may decide to waive the institutional hiring procedures and hire directly from the rehire list. If the President hires from the rehire list he/she may require a one year probationary period. Other terms and conditions of employment shall be negotiated at the time of employment.

**J. PROCEDURE FOR DETERMINING PROGRAM AREA AND SERVICE CREDIT PROGRAM AREAS**

The following provisions regarding Program Areas shall apply:

- The college Presidents shall give written notice to each employee of the program area to which they are assigned at the time of employment.
- Employees shall be notified of any changes in their program area assignment.
- Upon request, any employee covered by this policy shall be given a list of faculty members in her/his respective program area(s) with notation of service credit earned under this policy by each.

**SERVICE CREDIT**

In an effort to provide a fair and equitable determination of reduction in force and yet recognize the benefit of assignment flexibility, service credit shall be granted in accordance with the following guidelines:

- If the faculty member does not have more than 50% of the workload in any one program area, the president will determine the area in which the faculty member is to receive one-year's service credit. In addition to that one-year's service, credit will be given in each additional program area where the work assignment is 50% or less.
- Faculty members involuntarily assigned to another program area shall be allowed to carry to their new program area the service credit earned in their original program.
- Faculty members who are appointed to an administrator position and

subsequently return to a faculty position shall have any service credit they earned in their previous faculty assignment reinstated. Employees who are on an interim assignment as an administrator shall continue to accrue service credit in their designated program area during the period of the interim assignment up to a maximum of two years.

- Employees hired prior to September 1, 1988, will be given one year's service credit in their 1988-89 designated program area for each year of institutional seniority accrued as a faculty member. Seniority credit granted to employees for service as an administrator prior to July 1, 1986, shall also be credited to the employee's 1988-89 designated program area.
- Part-time employees covered by this policy shall receive service credit on the same basis as full-time employees, but prorated in terms of the percentage contract they hold.

## **7.2 PEER REVIEW PROCESS FOR FACULTY**

Employees who are covered by this policy at each college shall elect a hearing panel of 13 members in September of every even-numbered year. If a college does not have 14 or more employees covered by this policy, the panel shall include all employees covered by this policy at that college.

### **APPLICATION**

When an eligible faculty member requests a review of a college President's action, which is appealable under BP 3-20, the following procedure applies.

### **TIME LINES**

Except as otherwise provided herein, Saturdays, Sundays and faculty non-working days will be excluded when computing any timeline of 10 days or less. Timelines may be extended by written mutual consent of the parties.

### **PEER REVIEW PROCESS**

Pursuant to the policy, each college shall have an elected peer review panel of 13 members; or, in the case of a college which has less than 14 eligible faculty members, the panel shall consist of all eligible faculty members at that college. The college President shall be notified at the time of election of the names of all members on the peer review panel.

If there is a request for a hearing, the following steps apply:

- Within three days, the President shall strike four names from the list of panel members and send the list to the employee. Upon receipt of the list, the employee shall strike four names from the remaining panel members on the list and return it to the President within three days. If for any reason the faculty member fails to strike names, the President shall strike a sufficient number to reduce the members to five. The five panel members whose names remain on the list shall constitute the peer review committee. If the college has fewer than 13 members on its panel, this process shall be modified in order to provide for three members on the peer

review committee.

- The President shall notify the members on the peer review committee in writing that they have been selected to constitute the committee and shall designate one member to convene a meeting to select a chairperson.
- The chairperson shall give written notice of the time and place for hearing that appeal. The peer review hearing must begin within five days of the committee's notification by the president.
- A full record of the hearing will be taken stenographically or by recording and thereafter made available to the employee and to the college.
- The employee and the college shall have the right to have advisory or legal counsel. Each party shall pay its own costs. The committee shall conduct a full and fair hearing on the issues raised by the parties.
- Within five days after the hearing, the committee shall deliver to the President the record with written findings of fact and recommendations and shall provide a copy to the employee.
- Within five days after receiving the written recommendations, the President shall issue a decision in writing to the employee.
- If the President agrees with the peer review committee's decision, such decision shall be final. If the decisions of the President and the peer review committee differ, the employee may send to the System President a written notice of appeal to the Board. Such notice must be sent by certified mail within ten days of service of the President's decision.
- The Board review shall be limited to a review of the record. The Board shall consider the appeal within 90 days of receipt of the notice of appeal. The Board shall give written notice of its decision to the parties.
- Any and all deadlines may be extended by mutual written consent of both parties.

#### REVISIONS

No revisions of this policy shall be adopted, except after consultation with the State Faculty Advisory Council.

#### CAMPUS PROCEDURES

Campus procedures on conducting the peer review process have been developed and are consistent with Board Policy 3-20. They are available from the Human Resources Department.

**SECTION 8**

*FACULTY BENEFITS OVERVIEW*

## SECTION 8 BENEFITS OVERVIEW (REFERENCE BP 3-60)

### 8.1 OVERVIEW OF BENEFITS

Benefits eligibility list for regular, full-time contract (exempt) employees unless otherwise stated. Regular, part-time contract (exempt) employees receive benefits on a pro-rata basis determined by the number of hours worked.

<b>FACULTY EMPLOYEE BENEFITS</b>	
<b>Benefit</b>	<b>Explanation</b>
<b>Personal Time Off</b>	16 hours per academic year may be used for personal leave. (Deducted from sick leave accruals). Faculty may carry over from year to year a maximum of sixteen (16) hours of sick leave designated as leave for personal reasons provided that no more than thirty two (32) hours of sick leave designated as leave for personal reasons may be used in any year; and provided that no more than sixteen (16) hours of sick leave designated as leave for personal reasons may be used in any week.
<b>Faculty Sick Leave</b>	90 hours per academic year or pro-rated at 10 hours per month, with no limit on the number of accruable hours. Sick leave may be used for personal illness, injury or for scheduled doctor and dental appointments.
<b>Funeral Leave</b>	A maximum of 5 days per funeral of "immediate" family members as outlined in BP 3-60.
<b>Holiday Leave</b>	New Years Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day plus four other days observed during Christmas break.
<b>Military Training Leave</b>	Regular pay for up to 15 days in any calendar year for the annual training period or for authorized active service.
<b>Jury Leave</b>	Granted with pay when formal jury duty notice is received. Compensation for serving to be reimbursed to CCD except for verified parking expenses and mileage allowance.
<b>Leave Without Pay</b>	Leave without pay may be granted to exempt employees by the president when there are good reasons for such leave and the absence of the employee will not cause a hardship to the institution or the System.
<b>Workers Compensation</b>	On-the-job accidents must be reported immediately and claim filed with CCD Human Resources. For life threatening accidents seek emergency services; non-life threatening, must see designated provider.

<b>FACULTY EMPLOYEE BENEFITS</b>	
<b>Benefit</b>	<b>Explanation</b>
<b>Family Medical Leave</b>	Employees with a minimum of one-year of service shall be entitled to 12 weeks of leave during a 12 month period for the birth and first year care of a child; the adoption or foster placement of a child in the employee's home; or the serious health condition of the employee, his/her spouse, child or parent. Employees with an immediate family member who is on or has been called to active duty in the Armed Forces in support of a contingency operation may use any of their 12 weeks of FMLA leave when they have a "qualifying exigency." In addition, employees may be granted up to 26 weeks of FMLA leave during a 12 month period when providing care to family members with illness or injury incurred in the line of duty while in the Armed Forces, National Guard or Reserves.
<b>Family Sick Leave</b>	With the exception of Limited Contract Faculty, a maximum of one hundred sixty (160) hours per year sick leave may be granted to employees for absence due to illness or injury of a dependent or family member.
<b>Group Health and Dental Insurance</b>	CCD provides a comprehensive benefits package including Health, Dental, Vision and Life and AD&D insurance. All elected insurance coverage is effective upon date of hire. Additionally, faculty members receive disability insurance and are eligible to enroll in Voluntary Supplemental Retirement Plans.
<b>Group Life Insurance</b>	Basic term life insurance at one, two or three times annual salary. Effective date same as Group Health Insurance.
<b>Long Term Disability</b>	Once eligibility requirements have been met, plan pays 66 $\frac{2}{3}$ % of wages after a 90 day waiting period.
<b>Dependent Coverage for Health, Life, &amp; Dental</b>	Available with premium portion paid by employee. Effective date same as Group Health Insurance. Same options as employee plans.
<b>Death Benefit</b>	Payoff includes regular salary earned, but unpaid at time of death, plus $\frac{1}{4}$ of any accrued sick leave, not to exceed 240 hours.
<b>Retirement</b>	Participation in the State of Colorado Public Employees Retirement Association is mandatory. Retirement benefits depend on age, years of service and highest average salary. Contributions are made by the employee and the employer. Current contribution rates can be found on the PERA website at <a href="http://www.copera.org/">http://www.copera.org/</a> . Employees do not contribute to social security, but they do contribute to Medicare, which is a percentage of one's taxable gross wages.
<b>Tax Deferred Income Program</b>	Voluntary election to participate by salary reduction agreement. Several available including State of Colorado Deferred Compensation Plan, TIAA-CREF, PERA 401K, MetLife Resources and VALIC Financial Advisors, Inc.

<b>FACULTY EMPLOYEE BENEFITS</b>	
<b>Benefit</b>	<b>Explanation</b>
<b>Flexible Spending Accounts</b>	Allows employee to pay eligible health expenses and/or dependent day care expenses with pre-tax dollars. Taxable income is reduced by amount of anticipated expenses set aside in reimbursement accounts.
<b>Before/After-Tax Options</b>	Allows employee to pay health and dental premiums with pre-tax dollars. Taxable income is reduced by the amount of insurance premium.
<b>Credit Union</b>	Membership available to employees at the Credit Union of Colorado. The Credit Union of Colorado offers a variety of services and employees are encouraged to contact the credit union for a listing of services and related charges.
<b>Unemployment Compensation</b>	Financial protection for employees terminated through no fault of their own. Benefit determined by the Colorado Department of Labor and Employment
<b>Tuition-Assistance Program</b>	Effective Spring Term 2011- Fall Term 2011 (Pilot) – Employees and their dependents who are eligible for coverage through the CCCS health benefit program or the state classified health benefit program may enroll in state-funded credit courses at any state system community college and be reimbursed by the CCD, subject to Board Policy 3-60. The colleges or the system office will reimburse eligible employees at the resident base tuition rate, not to exceed 12 credit hours per semester or \$2,312.00 per the 2011 calendar year per student, whichever is lower.
<b>Auraria Faculty/Staff Club</b>	Membership available to all faculty, staff and administrators on the Auraria campus.
<b>Employee Assistance Program</b>	State of Colorado offers free confidential professional assistance for employees and/or their family members for short-term personal or job related problems.
<b>Faculty/Staff Campus Recreation Membership</b>	Annual membership fee including noon hour and evening aerobics and the use of swimming pool, weight room, handball/racquetball courts and tennis courts. Picnic or camping gear available to checkout.
<b>Auraria Book Center</b>	Features a wide-variety of academic supplies, textbooks and popular literature. Discounts available on computer software and hardware.
<b>Childcare Center</b>	Located on campus and funded by student fees, the Auraria Child Care Center offers a program based on a cognitively oriented curriculum, which emphasizes discovery learning and active involvement by children.
<b>Campus Eco Pass</b>	An arrangement with RTD (Regional Transportation District) provides employees an Eco Pass at a discounted rate to ride regional, express, local and light rail busses and trains. Not valid on the Bronco or Rockies ride.

<b>FACULTY EMPLOYEE BENEFITS</b>	
<b>Benefit</b>	<b>Explanation</b>
<b>K-12</b>	Full-time employees are eligible for up to forty eight (48) hours per fiscal year, not to exceed six (6) hours in any one-month period, of paid administrative leave for approved K-12 activities.
<b>June Pay Day</b>	Employees are paid on the last working day of each month <b>EXCEPT</b> for the month of <b>June</b> . The June payday will be paid on the 1 <sup>st</sup> working day of July. Employees need to take this into consideration when establishing automatic payments.

## 8.2 FACUTLY ADDITIONAL YEAR, POST RETIREMENT

If a faculty member meets the PERA eligibility requirement, CCD may elect to hire a retired faculty member for one academic year at the base salary he or she received the year prior to retirement. This salary will not include benefits and is at the discretion of the college. The Dean must recommend the faculty member and the Provost must approve the appointment.

**SECTION 9**

*INSTRUCTIONAL POLICIES  
AND PROCEDURES*

## **Section 9 Instructional Policies and Procedures**

### **9.1 CURRICULUM POLICIES AND PROCEDURES**

#### **A. ADVISORY COMMITTEES**

(REFERENCE BP 2-25)

To fulfill its mission of serving the educational needs of the city and county of Denver, CCD seeks advice and support from representatives from business, industry, government, students and the community at large through surveys, focus groups, ad hoc meetings and advisory committees to guide program development and revision. In accordance with Board Policy, CCD utilizes a college-wide advisory council (the CCD Advisory Council) that meets a minimum of four times per year with the President and Executive Staff. In addition, many CCD programs have formal advisory committees that meet regularly to provide guidance and instructional relevance. All career and technical (vocational) programs are required to have advisory committees that meet a minimum of twice a year to provide advice on curriculum, jobs and other program issues. Program chairs, coordinators and faculty are responsible for convening and coordinating advisory groups for each discipline.

#### **B. ACADEMIC STANDARDS COMMITTEE**

##### **GENERAL PURPOSE**

The purpose of the Academic Standards Committee is to review and recommend to the Provost on matters of (1) curriculum, (2) instructional accountability and (3) curriculum and accountability related policies and procedures.

Areas for review and recommendation include, but are not limited to the following:

- Curriculum Development, Approval and Review
- Institutional Outcomes
- Catalog Content Relating to Curriculum and Instruction
- Academic Standards Handbook

##### **COMMITTEE COMPOSITION**

- The committee shall be composed of 11 members: one instructional division dean and two instructional faculty from each instructional center. Appointments to the committee shall be for two years and will be staggered to assure continuity.
- After two consecutive absences of a committee member, the supervisor of that center shall be notified to determine representation for the unit to the committee.

#### **C. CURRICULUM PROPOSALS**

Curriculum proposals are needed when adding courses from the CCCS Common Course Number System (CCCNS), when proposing changes to courses in CCCNS, when proposing new courses to be added to CCCNS, when proposing deleting courses from CCCNS and when proposing new programs or deleting or changing existing programs. All proposals must be approved by the Department

Chair/Coordinator and Dean, as well as by the Academic Standards Committee and Provost.

For information on writing and obtaining curriculum proposals, consult the program chair/coordinator (Co-Chairs for 2013-14, Terri Williams, Chair of Biology, and Susan (Leigh) Sinclair, Chair of Human Services) and the Academic Standards Handbook maintained by the Academic Standards Committee. The Handbook can be found at <https://web.ccd.edu/content/1566>

#### D. COURSE NUMBERING SYSTEM (REFERENCE SP 9-71)

CCD's course numbering system conforms to the standards established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the Colorado Common Course Numbering System (CCCNS) established by the Colorado Community College System. All credit courses offered by a state system community college must be listed in the approved CCCNS database (see <http://www.cccs.edu/ccns/ccnsindex.html> for details).

#### E. INSTITUTIONAL OUTCOMES

Faculty have identified a set of institutional outcomes that represent essential, overarching skills all students need to be successful in college, the workplace and as citizens in a global economy. In addition to the discipline-area, content specific to each course and program, the following six institutional outcomes are expected to be integrated and assessed throughout the CCD curriculum. A CCD graduate is:

- A Complex Thinker;
- An Effective and Ethical User of Technology;
- An Effective Communicator;
- Globally Aware;
- Personally Responsible;
- A Numeric Thinker.

Faculty are responsible for the integration and assessment of institutional outcomes at the course and program levels with assistance from Department Chairs/Coordinators, Deans the Teaching and Learning Center. The integration of institutional outcomes within a program will be reviewed during all regular program reviews (see Section 9.2).

## 9.2 INSTRUCTIONAL PROGRAMS

#### A. PROGRAM AREA ASSIGNMENTS (REFERENCE BP 3-20)

The program area assignment for each faculty member is designated in the initial contract for new faculty and in the annual contract for reappointment for continuing faculty. Faculty requests to teach in or transfer to a program and/or center other than their current assignment require the approval of all involved administrators.

## B. PROGRAM REVIEW

(REFERENCE BP 9-47, SP 9-47)

By statute, CCHE is responsible for reviewing all existing programs within institutions of higher education. SBCCOE is charged with overseeing community college, system-level program review to meet CCHE requirements and provide information to make decisions regarding program maintenance, enhancement, restructuring and allocation of resources.

System policy and procedures call for each college instructional (certificate and degree) program to be reviewed at least once every five years for reporting to CCHE.

Upon discontinuance of a program, CCD will:

- Notify all affected students and faculty members that the program has been discontinued and will be phased-out and closed.
- Cease admitting new or transfer students into a discontinued program and notify the admissions and advising offices of this action.
- Counsel students in the discontinued program into alternative programs when completion of the program prior to the program closure date is not possible.
- Ensure that the required courses of the discontinued program are available to the greatest extent possible before the closure date so that currently enrolled students have a reasonable opportunity to complete certificate/degree requirements.
- Notify CCCS and CCHE of the program closure in the annual academic planning report.
- Follow BP/SP 3-20 to ensure due process for faculty if reductions in force or reassignments are necessary due to a program closure.

## C. EDUCATIONAL PLANS FOR STUDENTS

Degree Works is designed to assist students, counselors and faculty in charting students' educational progress at CCD. Students can access Degree Works in Banner with their student number.

### 9.3 CLASS SCHEDULING

The class schedule is the official publication of courses offered during any given semester.

The schedule is developed in accordance with projections based upon enrollment history, budgets, and the Class Master Schedule is maintained by the CCD college scheduler:

- Schedules are planned in a manner that minimizes the possibility of canceled classes.
- Changes to the schedule of classes must be submitted to the college scheduler, April Armstrong she can be reached at 303-556-5444.

By census date, deans will ensure that all changes in faculty names and class assignments are entered in Banner to ensure that the correct faculty member is identified for every

class.

## **9.4 STUDENT FIELD TRIPS**

### **A. IN-TOWN FIELD TRIPS**

Field trips at times other than the designated class time may be included in course requirements if all information pertaining to that field is outlined in the syllabus distributed on the first day of class; however, if a student demonstrates an established time conflict (e.g., work schedule or family commitment), the faculty member should provide an alternative learning option. Faculty may designate additional optional in-town field trips with a minimum of two weeks' notice.

### **B. OUT-OF-TOWN FIELD TRIPS**

Faculty may designate out-of-town field trips to be part of the course requirement, in which case the inclusion of this trip must be in the published course schedule.

### **C. APPROVAL OF FIELD TRIPS**

All field trips must be pre-approved by the appropriate dean. Requests for approval of in-town field trips should be submitted at least two weeks in advance of the trip. Requests for approval of out-of-town trips should be submitted in accordance with deadlines for publication of the course schedule.

Faculty seeking approval of a field trip must submit a written request that includes the following:

- Course/section number;
- Purpose of trip;
- Date/time;
- Itinerary;
- Means of transportation;
- Overnight arrangements (if applicable);
- Automobile insurance coverage (if applicable); and,
- Costs and source of funds.

The Dean authorizes in-town field trips and/or course related travel. The Provost authorizes out-of-town field trips. The President authorizes out-of-state and System President authorizes out-of-country field trips.

## **9.5 STUDENT EVALUATION POLICIES AND PROCEDURES**

### **A. STANDARDS OF ACADEMIC PROGRESS**

The purpose of this policy is to foster the progress of students that can profit from instruction. The student must demonstrate acceptable academic progress. (Refer to Appendix J for details.)

### **B. ACCOUNTABILITY (STUDENT OUTCOMES)**

CCD assesses student outcomes in the areas of developmental education, general

education, discipline-specific education, retention and completion, student/alumni satisfaction and after-graduation performance. The outcomes inform institutional and program goals.

### C. ACADEMIC INTEGRITY POLICY AND PROCEDURES

Students of CCD are expected to behave as responsible members of the college community and to be honest and ethical in their academic work. CCD strives to provide students with the knowledge, skills, judgment and critical thinking they need to function in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education and is a disservice to the student, faculty and staff community. All members of the College community, students, faculty and staff, share the responsibility and authority to challenge and report acts of academic dishonesty. Further, students, faculty and staff should ensure that policies regarding academic integrity are clearly outlined in course materials, including course syllabi.

#### PENALTIES FOR ACADEMIC DISHONESTY

If a student is found responsible for violating academic integrity policies, any one or a combination of penalties may be imposed by the faculty member or by the faculty member and his/her supervisor. (Refer to Appendix K for details).

If a student is responsible for violating academic integrity policies, a grade of "F" for the assignment, project or examination may be given. Note: If the grade of "F" for the assignment, project, or examination results in a cumulative grade of "F" in the course, then the assignment of a grade of "F" in the course is appropriate. (See the Academic Integrity Policy in Appendix K.)

### D. COURSE SYLLABUS

Each faculty member is expected to provide students and the dean with a course syllabus on the first day of class. The appropriate center will maintain a master syllabus for each course. The faculty member may use the master syllabus with modifications specific to his/her individual classes as long as the required categories are included.

Required syllabus categories:

- Prefix, course number, section number;
- Instructor name;
- Instructor phone number, CCD email address and office location;
- Office hours;
- Course description;
- Pre/Co-requisites;
- Books, required materials, optional materials;
- Topical outline (as shown on master syllabus);
- Competencies (as shown on master syllabus);

- Grading policies;
- Attendance policies;
- Academic integrity reference;
- Reference to Americans With Disabilities Act (ADA) statement (Refer to Appendix L for details);
- Reference to Student Code of Conduct (Refer to Appendix M for details);
- Make-up exam/late work policy;
- Semester calendar (time table, chapters covered); and ,
- Last day to drop and last day to withdraw.

Suggested optional syllabus categories:

- Time and dates of the class;
- Room number;
- Grade explanations; and,
- Signed student agreement.

#### E. STUDENT ATTENDANCE

Class attendance requirements and their relation to final grades must be included on the first day syllabus. Faculty may give a failing grade to any student who has a 15% or greater absence from a class starting from the first class meeting. The student is responsible for informing the instructor of the reason for an absence and for doing so in a timely fashion. The student, whether present or absent, is responsible for obtaining all material presented and completing all course assignments.

#### F. GRADES

Student achievement is evaluated in relation to the attainment of specific objectives of the course. At the beginning of a course, the faculty member shall explain these objectives and the basis upon which grades are assigned. For purposes of grade descriptions, "achievement" means successfully reaching a certain level of knowledge or understanding, and "mastery" means successfully reaching an objective level of competency in a skill.

For a student to graduate from CCD with a certificate or an associate degree, he/she must have an overall grade point average of 2.0 in all credits counted toward the certificate or degree. "D" grades are not acceptable for core general education curriculum credits.

#### G. GUIDELINES FOR GRADE SYMBOLS

Generally, subject to course or program needs, the guidelines listed below are used by faculty personnel to establish grading criteria.

<b>GRADE SYMBOLS, QUALITY OF WORK AND GRADE POINTS</b>		
<b>GRADE SYMBOL</b>	<b>QUALITY OF WORK INDICATED BY GRADE SYMBOL</b>	<b>GRADE POINTS</b>
<b>A</b>	<b>Excellent.</b> Distinguished achievement of superior work.	4
<b>B</b>	<b>Good.</b> Better than acceptable achievement.	3
<b>C</b>	<b>Average.</b> Acceptable achievement for advancement in the same or related studies.	2
<b>D</b>	<b>Deficient.</b> Less than acceptable, but passing achievement. In some programs it may be necessary to repeat the course in order to advance, as “D” level achievement is not satisfactory for advancement in the same or related studies. Credit may not transfer.	1
<b>F</b>	<b>Failure.</b> Failed to achieve or master the learning objectives of the course. A grade of “F” does not apply toward certificate or degrees.	0
<b>S</b>	<b>Satisfactory.</b> Acceptable completion of the course objectives. Limited to certain courses in which student achievement is evaluated on a satisfactory/unsatisfactory basis rather than by a letter grade (e.g. GED 010, 011; ESL 009, 051).	Not Computed in GPA
<b>U</b>	<b>Unsatisfactory.</b> Indicates the student has not demonstrated mastery or achievement of course objectives. Limited to courses designated as S/U only.	Not computed in GPA
<b>SP</b>	<b>Satisfactory Progress.</b> A temporary grade limited to developmental study courses (course numbers below 100). Student must meet course attendance requirements and successfully completed at least 60% of course requirements. All course objectives must be completed before the end of the next consecutive semester (fall or spring) or the “SP” will revert to a “U.”	Not computed in GPA
<b>W</b>	<b>Withdrawal.</b> Student officially withdraws from the class after the drop/add date and before the withdrawal date as published in the class schedule.	Not computed in GPA

<b>GRADE SYMBOLS, QUALITY OF WORK AND GRADE POINTS</b>		
<b>GRADE SYMBOL</b>	<b>QUALITY OF WORK INDICATED BY GRADE SYMBOL</b>	<b>GRADE POINTS</b>
<b>I</b>	<b>Incomplete.</b> A temporary grade indicating that the student has attended and successfully completed 75% of the coursework, but, due to reasons beyond the student's control, coursework cannot be completed. An incomplete grade does not permit the student to re-enroll in the class again without payment of tuition. All course objectives must be completed before the end of the next consecutive semester (fall or spring) or the "I" will revert to an "F."	Not computed in GPA
<b>AU</b>	<b>Audit.</b> Indicates the student attended the course, but received no grade or semester credit. Student must pay tuition and fees for the course and register to audit no later than the census date. Once registered to audit a course, the student cannot change his/her registration status from audit to earning semester credit for the course. Semester credit will not be awarded for any audited course. The Colorado Opportunity Fund (COF) cannot be applied toward credits for audit.	Not computed in GPA
<b>AW</b>	<b>Administrative Withdrawal.</b> The designation of AW may be given for extenuating circumstances. The Provost must authorize grades of AW.	Not computed in GPA

\*Note: CCD and Federal Financial Aid policies require that students who are not attending classes be reported as "NO SHOWS." A student who has not attended any classes before census date is considered to be a **NO SHOW**. A student who is enrolled in an online course who has not participated in course-related content (coursework that would be counted toward their grade) prior to census is also considered to be a **NO SHOW**. Instructors must report those students on the Banner System.

#### GRADE A:

##### Excellent or Superior Achievement

1. The student has mastered course/program content and objectives and is able to apply what he/she has learned to new situations and relate it to other knowledge.
2. The student consistently distinguishes himself/herself relative to examinations, reports, projects, class participation and laboratory or training situations.
3. The student shows independent thinking in assignments and class discussions.
4. Work is submitted punctually, is consistently in proper form and, where required, shows evidence of careful research.
5. Where achievement in the course/program involves development of hand or body skills, the student consistently demonstrates superior skills, ability and performance.
6. The student complies with the faculty member's attendance requirements.

**GRADE B:  
Good Achievement**

1. The student consistently shows mastery of the course/program content and objectives and usually is able to apply what he/she has learned to new situations or relate it to other knowledge.
2. The student is consistently above average in relation to examinations, reports, projects, class participation and laboratory or training situations.
3. Work is submitted punctually, is in proper form and, where required, shows evidence of research.
4. Where achievement in the course/program involves development of hand or body skills, the student consistently demonstrates above average skills, ability and performance. The student complies with the faculty member's attendance requirements.

**GRADE C:  
Average Grade Permitting Progress Forward in Course Sequence**

1. The student shows evidence of a reasonable comprehension of the subject matter of the course/program and has an average mastery of the content sufficient to indicate success in the next course/program in the same field.
2. The student consistently makes average scores relative to examinations, reports, projects, class participation and laboratory or training situations.
3. If the subject carries transfer credit, the student has indicated sufficient competence in the content to continue in the subject field upon transfer.
4. Assignments are completed in good form and on time.
5. Where achievement in the course/program involves development of hand or body skills, the student consistently demonstrates average skills, ability and performance.
6. The student complies with the faculty member's attendance requirements.

**GRADE D:  
Deficient, but Passing Grade, Unsatisfactory  
for Advancement in Same or Related Studies**

1. The student falls below the average relative to examinations, projects, reports, class participation and laboratory or training situations, but shows some competence in the assigned subject matter of the course/program.
2. The competence demonstrated is insufficient to indicate success in the next courses/programs in the subject field.
3. Assignments are completed in imperfect form, sometimes late, or of an inconsistent quality.
4. Where achievement in the course/program involves development of hand or body skills, the student consistently demonstrates usable, but below-average skills, ability and performance.
5. The student complies with the faculty member's attendance requirements.

**GRADE F:  
Failing Grade**

1. Relative to examinations, projects, reports, class participation and laboratory or training situations, the student fails to perform at the "D" or above level.
2. The student shows little or no competence in the assigned subject matter of the course/program.
3. Where achievement in the course/program involves development of hand or body skills, the student fails to perform at the "D" or above level.
4. The student fails to comply with the faculty member's attendance requirements.

**S/U:**

**Satisfactory/Unsatisfactory Achievement**

CCD offers some courses on a satisfactory/unsatisfactory basis. Upon successful completion of such a course, unit credit is awarded. However, courses taken on a satisfactory/unsatisfactory basis are not used in the computation of a grade point average (GPA). Regulations for such courses are as follows:

1. In authorized satisfactory/unsatisfactory courses, the credit grade is granted for performance equivalent to the letter grade of "C" or better.
2. Satisfactory/unsatisfactory courses must be designated by the instructional center.
3. Programs may require majors to obtain letter grades in that program's major.

**GRADE W:  
Withdrawal**

The student officially withdraws from the class after the add/drop deadline and before the withdrawal date as published in the class schedule.

**GRADE I:  
Incomplete**

A temporary grade indicating the following criteria have been met:

1. The student has not completed the course requirements due to documented extenuating circumstances.
2. A minimum of 75% of the course work has been satisfactorily completed.
3. The student must, before the end of the term, make arrangements with the instructor to complete the course.
4. A "*Contract for Incomplete Grade Form*," outlining the course completion requirements and deadline date must be completed and signed by the instructor and student.
5. All course objectives must be completed before the end of the next consecutive fall or spring semester or the grade will revert to an "F" (Failure).
6. The student should be advised that if he/she receives financial aid, a grade of I is counted as unsuccessful achievement for the semester in which the grade is awarded. Contact Financial Aid for more information at 303-556-5503.

### GRADE AU: Audit

Indicates the student attended the course, but received no grade or credit. The student must pay tuition and fees for the course and declare his/her intention to audit no later than the census date. Once registered to audit a course, the student cannot change his/her registration from audit to earning semester credit for the course. Semester credit will not be awarded for any audited course. Course audits are available only with permission from the faculty member. The Colorado Opportunity Fund (COF) cannot be applied to audit credits.

### Grade AW: Administrative Withdrawal

Indicates that the student attended at least one class meeting and for reasons out of his/her control, or extenuating circumstances, completed insufficient coursework for his/her achievement to be evaluated.\* The Provost authorizes grades of AW, as determined appropriate by the Extenuating Circumstances Committee (this Committee, appointed by the Provost in consultation with the college's Deans, is made up of three faculty members, representing both CTE and transfer courses, someone from financial aid and a staff member from administrative services).

\*Note: CCD and Federal Financial Aid policies require that all students registered for a class, but who have not attended by census date be reported as *NO SHOWS*. Students enrolled in online courses must participate in course-related content (coursework that will be counted toward their grade) prior to census date, otherwise the student should be reported as *NO SHOW*.

## H. BANNER STUDENT INFORMATION SYSTEM

CCD uses Banner to access faculty and student information:

<https://myportal.ccs.edu/jsp/misc/schoolLoginNew.jsp?school=ccd> Faculty can access their (1) schedule of classes, (2) class rosters and student contact information and (3) assignment of student grades.

1. Faculty Schedule – Faculty can view their teaching schedules by term, see how many students are enrolled, where/when a class meets.
2. Class List – Faculty can access class rosters and individual student contact information.
3. Course Grades – Faculty can monitor and assign course grades for students.

All faculty are responsible for monitoring student enrollment status and entering student grades on Banner according to the following requirements:

- Prior to the census date, review your class list in Banner daily to ensure that all students who are attending your class are registered students. Students attending class who are not listed as enrolled are not properly registered and should be directed to the Registration Office to enroll. Even if they have been attending a class, they will not be allowed to enroll after the last date to register.
- Students should be reminded that as of summer of 2012, with CCD's use of

waitlists in Banner, if one is dropped from a course for non-payment, one may not be able to re-register for the course. Students should be strongly encouraged to make payment arrangements if they cannot pay all the tuition and fees that are due; a student who makes and keeps payment arrangements will not be dropped from his/her classes for non-payment.

- CCD and Federal Financial Aid policies require that all students who are not attending classes must be reported as *NO SHOWS*. No-Show reporting must be completed by census date each semester. Students enrolled in online courses must participate in course-related content (coursework that will be counted toward their grade) otherwise the student should be considered and reported as *NO SHOW*.
- Enter all grades into Banner immediately following end of classes (see published deadlines for each semester) to allow students online access to their grades by the published deadlines.

#### I. APPLICABLE TRANSFER CREDIT

Domestic transfer credit will be accepted toward degree or certificate programs at CCD under the following circumstances: the College is accredited by one of the six regional accreditation bodies or has a current articulation agreement with CCD; the coursework requested for transfer is equivalent to coursework at CCD; and the student has earned a “C” grade or better in the coursework requested to be transferred. International transfer credit is to be reviewed and validated by an educational evaluation service before transfer credit can be evaluated and/or applied to a student record.

#### J. CREDIT FOR PRIOR LEARNING (REFERENCE BP 9-42, SP 9-42)

A student enrolled at CCD may earn credit for college equivalent education, acquired through earlier schooling, work, or other life experiences. Such prior learning must be comparable to CCD courses or curricula and must relate to the student's educational objectives. According to Board Policy, only the grade of CR (credit) is awarded for any form of Credit for Prior Learning (CPL).

#### DOCUMENTATION OF CREDIT FOR PRIOR LEARNING

- **ADVANCED PLACEMENT PROGRAM (APP).** For those students who receive a score of three or greater, college credit shall be awarded for specified courses and be treated as transfer credit.
- **ACE-MILITARY AND ACE-NONCOLLEGIATE.** CCD follows the American Council on Education (ACE) guidelines for the evaluation of military courses and business/industry training.
- **CHALLENGE EXAMINATIONS (CE).** Currently enrolled students may challenge CCD courses by taking an exam prepared by the instructor. Only one challenge of a particular course shall be arranged during any one semester.
- **COLLEGE LEVEL EXAMINATION PROGRAM (CLEP).** CCD recognizes the CLEP general examination as well as subject examinations. A handout on CLEP equivalents and the required cutoff scores for CLEP examinations are available in

the Academic Advising Center.

- **PORTFOLIO OF LEARNING OUTCOMES (PLO).** Currently enrolled students may petition for credit by developing a portfolio that describes and documents pertinent learning comparable to that available in CCD courses. A faculty member in the appropriate program area shall evaluate the portfolio and award commensurate credit. Only one portfolio evaluation for a particular course shall be arranged during any one semester.
- **EARNED CREDIT TOWARD CERTIFICATE OR DEGREE.** Through a portfolio, up to 50 percent of a certificate or degree may be earned through CLEP, APP and Challenge examinations, and 25 percent for ACE and business/industry training.

For more details, call the Academic Advising Center at 303-556-2481.

#### **K. STUDENT EVALUATION OF INSTRUCTION**

Probationary faculty and adjunct faculty must be evaluated in all classes taught. Non-probationary faculty must be evaluated in two classes, one selected by the faculty and one selected by the dean, each semester. Ideally, courses will be evaluated at the 80% completion stage, but must be evaluated between 75% and 85% of completion.

### **9.6 TEACHING AND LEARNING CENTER**

The Teaching and Learning Center (TLC) responds to the needs of new and continuing faculty as they pursue teaching excellence. TLC offers activities that include, but are not limited to:

- Orientation activities;
- Professional development (which includes learning communities, online programs and workshops);
- Faculty development resources;
- Perkins mini-grant awards program; and,
- A resource center for information and support relative to the teaching/learning process.

The TLC is located in the Cherry Creek Building – Room 224 and can be reached at 303-352-3201.

### **9.7 COMMUNICATION WITH STUDENTS**

All communication between CCD faculty, staff and students is to be done on CCD faculty, staff and student email accounts rather than personal email accounts.

**SECTION 10**

*FACULTY PERFORMANCE  
APPRAISAL*

*A Process for Continuous Improvement of  
Faculty, Student & Organizational Learning*

**Section 10 FACULTY PERFORMANCE APPRAISAL****10.1 PHILOSOPHY AND PURPOSE**

CCD's Faculty Performance Appraisal Process promotes faculty development through a cycle of *engagement-reflection-innovation*. CCD faculty:

- Regularly monitor and assess the effectiveness of their performance;
- Reflect and adjust their approach to better meet students' learning needs; and,
- Model life-long learning by continual professional development in both their disciplines and their teaching practices.

CCD's faculty performance appraisal process is designed to advance the following outcomes:

**FOR FACULTY**

- Enhanced faculty growth and performance.
- Deepened engagement with students, the discipline, the college and the community.

**FOR STUDENTS**

- Increased student learning outcomes and success.
- Deepened engagement with their learning process.

**FOR THE COLLEGE**

- Enhanced culture of respect, integrity, accountability and trust.
- Advancement of College mission, goals, values and institutional outcomes.

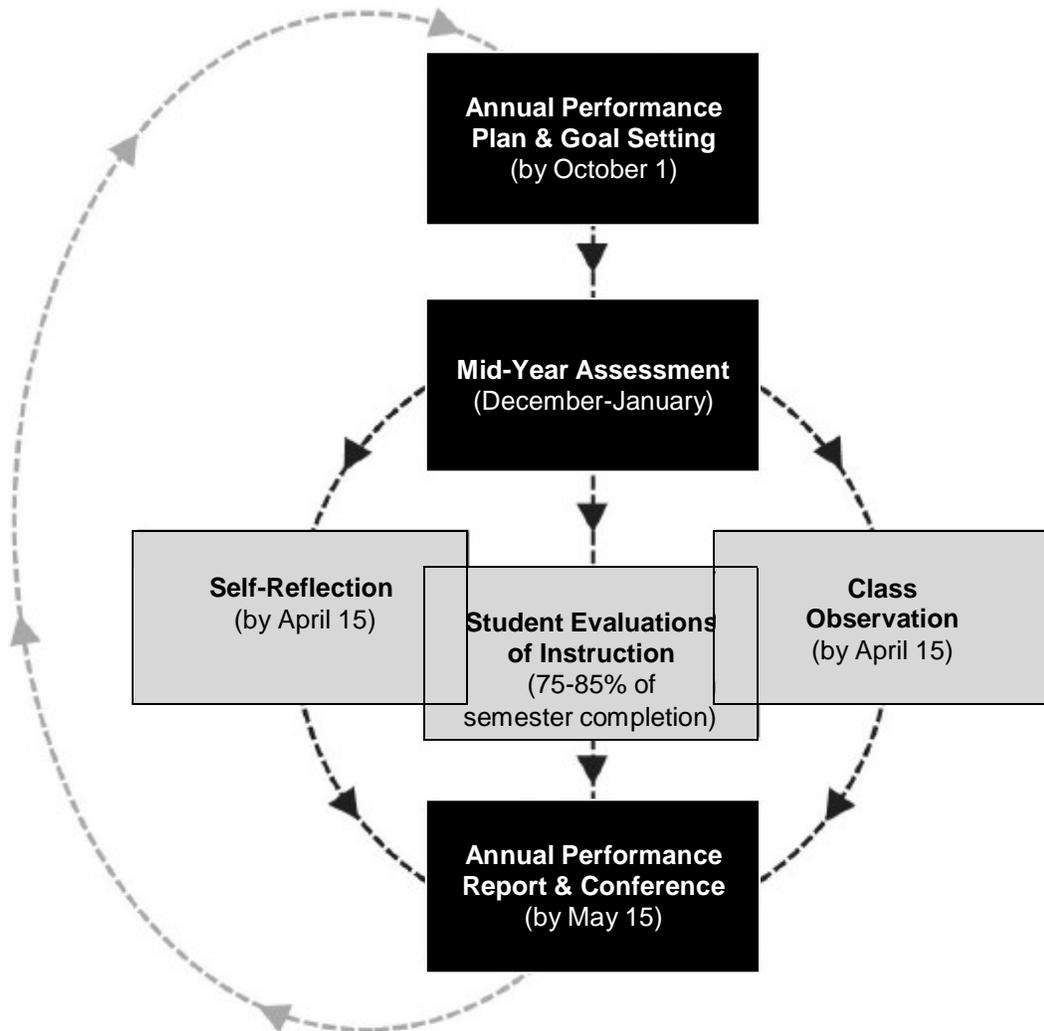
**FOR EXTERNAL STAKEHOLDERS**

- Compliance with State Board Policies.
- Demonstration of faculty quality, accountability and effectiveness.

## 10.2 FACULTY PERFORMANCE APPRAISAL FLOWCHART

COMMUNITY COLLEGE OF DENVER

### Faculty Performance Appraisal Flowchart



### 10.3 ANNUAL PERFORMANCE APPRAISAL PROCESS

Performance of full-time faculty members will be annually appraised following this process.

#### I. Annual Performance Plan & Goal Setting

**Performance Plan (May – September).** Faculty member outlines individual performance goals for the year. Goals must extend beyond the job description and link to departmental and College goals, in preparation for planning conferences with his/her supervisor. (See Appendix B for *Goal Setting Guidelines*.)

**Planning Conference (By October 1).** Faculty member and supervisor meet to discuss and sign off on appropriate performance goals and action plans for the academic year. The faculty member and supervisor review the faculty job description, agree on specific expectations and outcomes related to any special assignments the faculty member has for the year (e.g., department coordinator/chair, tutoring, special project assignments) and note these on the *Annual Performance Plan* (see Appendix C).

#### II. Mid-Year Assessment

**Mid-Year Review: December – January.** Faculty member and supervisor review annual responsibilities and progress toward performance goals in a mid-year conference and make any adjustments necessary on the *Annual Performance Plan*.

#### III. Annual Performance Appraisal

The faculty member is responsible for initiating and providing verification to the supervisor that the four appraisal expectations have been accomplished:

1. Self-Reflection
2. Student Evaluation
3. Classroom Observation
4. Annual Faculty Performance Report & End-of-Year Conference

These must be completed before the end of the academic year and documented on the *Annual Faculty Performance Report* (see Appendix J), which is finalized by the supervisor and approved by the Dean and Provost.

#### PART 1: SELF REFLECTION

At the end of each academic year, each faculty member writes a brief self-reflection of his/her performance for the year. This no more than two page document can include progress toward meeting job description and goals and a summary of the impact this work has had on his/her own development, as well as how activities have benefitted students, the department, the College, and the community. (See Appendix D for *Self Reflection Guidelines*.)

Recommended deadline for submission of faculty self-reflection reports is April 15<sup>th</sup> to allow sufficient time for completing all faculty appraisals and end-of-year conferences. If a supervisor needs more information to complete a faculty member's appraisal, he/she may request revisions or additions to the self-reflection.

## PART 2: STUDENT EVALUATION

For probationary faculty, standardized student evaluations are conducted for all classes each semester (fall and spring). For non-probationary faculty, standardized student evaluations are conducted for at least two classes (designated by agreement of the faculty member and supervisor) each semester. (See Appendix E for *Student Evaluation Form*.)

Faculty members teaching in nontraditional formats (e.g. online) may use alternative student evaluation processes, with approval of the supervisor. Faculty who have non-teaching assignments should meet with supervisors to identify alternative evaluations related to their specific non-teaching assignment(s). Student evaluation results (numeric responses only) are considered open records and may be available for student decision-making.

## PART 3: CLASS AND FACULTY OBSERVATION

Trained supervisors will conduct class observations with all faculty members during each academic year, some scheduled and some unscheduled. Supervisors and faculty will discuss the frequency and types of observations needed during the initial planning conference each year.

- For **probationary faculty**, supervisors will conduct **at least two class observations**.
- For **non-probationary faculty**, supervisors will conduct **at least one class observation**.
- **Any faculty member** may request that an additional class observation conducted by any academic administrator or trained faculty peer be included in his/her annual performance appraisal.

### CLASSROOM OBSERVATION PROCESSES:

**SCHEDULED CLASS OBSERVATIONS:** The supervisor and faculty member agree on the class and time during which the observation will be conducted. At either the faculty member's or the supervisor's request, a pre-observation conference may be held to discuss the focus of the observation, the observation process, or any special teaching activities or class issues that may impact the observation.

**UNSCHEDULED CLASS OBSERVATIONS:** The supervisor will visit any of the faculty member's classes at any time for an unscheduled class observation. He/she will make every effort to make this visit unobtrusive and to avoid disrupting student learning. If the faculty member feels the observed class was not a good representation of his/her teaching performance, he/she may request that the supervisor conduct an additional unscheduled class observation.

**CLASS OBSERVATION DEBRIEFING CONFERENCE:** Following all class observations, the supervisor and faculty member will meet to debrief the observation session. Prior to the meeting, the supervisor will complete a summary report using the Observation Report Form (see Appendix F). During this meeting, the supervisor and faculty member will discuss the observed class session and assess the faculty's performance in terms of:

- (a) Implementation of successful educational practices,
- (b) Engagement of faculty and students in the learning process and

- (c) Ongoing faculty growth and performance. At the close of the meeting, the supervisor and faculty member will sign off on the Class Observation Report Form and each will receive a copy.

#### PART 4: ANNUAL PERFORMANCE REPORT & CONFERENCE

After receiving the faculty member's self-reflection report, the supervisor will complete an appraisal of the faculty member's performance and record the summary findings on the *Annual Faculty Performance Report* (see Appendix J). This holistic appraisal will consider all faculty performance elements for the academic year, including fulfillment of faculty job description, performance plan achievement, class observation, student evaluations of teaching, faculty self-reflection and other information deemed appropriate by the Provost or the College President, such as course syllabi and materials, professional awards received and student retention and outcomes data.

[NOTE: Any student achievement or retention data to be considered in appraising faculty performance will be submitted to the faculty member for inclusion in his/her self-reflection.]

In accordance with State Board policy, the supervisor will rate the faculty member's overall performance for the year according to three ratings: **Needs Improvement**, **Commendable**, and **Exemplary** (see Appraisal of Job Performance). Rationale for performance ratings will be given in narrative form on or attached to the *Annual Faculty Performance Report*.

#### END-OF-YEAR CONFERENCE

Following completion of the Annual Faculty Performance Report, the supervisor will meet with the faculty member to review her/his performance for the year. In keeping with CCD's values as a Learning College, the faculty member and supervisor will discuss the faculty member's performance in terms of the cycle of engagement, reflection and innovation and may make preliminary plans for faculty member's following year's performance goals and ongoing growth and development.

At the conclusion of the end-of-year conference, the faculty member and supervisor will sign the *Annual Faculty Performance Report*, as prepared by the supervisor. It will then be approved by the dean and Provost. This report will be placed in the faculty member's official personnel file. If desired, the faculty member may choose to submit a written response to the appraisal that will also be placed in his/her personnel file.

Questions that may be used to guide the End-of-Year Conference include:

- Explore what you did. Why you did it. How did it work?
- What did you learn?
- What risk did you have to take?
- How did your activities affect student achievement and retention?
- How do you know?
- What did you learn from engaging in this process?
- What will you do next year based on what you experienced and learned this year? (Pre-goal setting for next year.)

## 10.4 APPRAISAL OF JOB PERFORMANCE

### FACTORS IN PERFORMANCE APPRAISAL

In accordance with State Board policies (BP 3-31, SP 3-31), the two principal factors and their relative weights in the appraisal of faculty performance are the following:

70% .....TEACHING

30% .....SERVICE

#### TEACHING

The evaluation of teaching will include but is not limited to consideration of student evaluations and direct observation by supervisors. Evaluators should consider all the following components of teaching: class structure and organization; course materials, demonstrated currency in the field and in teaching methodology; presentation skill; professional and courteous interaction with students; availability of students during office hours; student engagement; and promotion of student achievement.

In addition, evaluators should consider other factors that may be relevant, based on the faculty member's job description, responsibilities, and individual and college/department goals. These may include, but are not limited to, assessment of student learning; documented teaching and curriculum improvement based on assessment results; incorporation of course, program, and college student learning outcomes; incorporation of student retention rate strategies; and integration of technology into course work as appropriate to discipline.

#### SERVICE

Service includes fulfilling the mission and goals of the college outside of the classroom. Components of service to be considered in the evaluation should be based on the faculty member's job description, role, goals, and documented responsibilities. These may include but are not limited to departmental service, including curriculum coordination and development, advising and outreach, administrative assignments, and committee work; system, college-wide, and campus committee work; sponsoring and participating in student activities; and attendance at college activities and events. Additional activities may include serving as the college representative on a local board or commission, making community of professional presentations, serving as a liaison to local schools, or serving as an elected or appointed member of local boards.

Service also includes professional and courteous interaction with colleagues, staff, and community members, as typically demonstrated by active engagement, collaboration, and constructive cooperation in department and college activities. This shall not diminish lively, critical debate, which is both necessary and appropriate in an academic institution.

The evaluation of service will include but is not limited to the contribution to the college and the community. Contribution cannot be solely measured by contact hours; rather contribution will be measured by a combination of hours, participation, and outcomes. Such contribution may occur in various stages that could include support of the college and community within the confines of CCD and activities external to the college.

To assist in determining the effectiveness of the faculty member's service, the narrative (summary) will outline the contribution and the outcomes associated with the service category.

Finally, when evaluating the service of faculty to the college, it is important to focus on the breadth, depth and engagement of the service. This is much more helpful than merely counting hours, projects, or meetings. To help supervisors with this assessment, it is important that faculty in their annual reflection fully explore not only the quantity of their work but also its quality.

#### MODIFICATION OF FACTOR WEIGHTS

Factor weights may be modified for circumstances such as: provisional faculty; reduced teaching loads; department chairs/faculty on special assignment; or special projects, such as accreditation or where performance concerns have been identified. The modified weights will be specified in the performance plan.

See Appendix G, Factors in Faculty Job Performance, for descriptions of each factor and Appendix H, Faculty Job Description, for performance expectations for each factor.

#### DEFINITION OF PERFORMANCE RATINGS

##### Performance Ratings

In accordance with State Board policies, faculty performance will be appraised each year according to four performance ratings: **Needs Improvement, Commendable, and Exemplary**

These rating categories represent a continuum of faculty performance that evolves toward excellence. Performance at each rating level calls for increasing demonstration of ***engagement-reflection-innovation***, a continuous learning and improvement cycle that encompasses students, the class, the discipline, the individual's professional growth, the College and the broader community (See *Philosophy & Purpose* above).

State Board Policies require that performance evaluations and ratings will be made in narrative – not numerical – form. Therefore, annual performance appraisals will be **holistic assessments** of faculty performance, taking into consideration performance across the two key faculty responsibilities (teaching and service).

#### EXEMPLARY PERFORMANCE

To receive a rating of "exemplary," a faculty member must demonstrate performance beyond "commendable." Evidence of exemplary performance must be documented within the performance evaluation.

Examples of the kinds of combinations of qualities or activities an "exemplary" teacher might demonstrate include, but are not limited to: exceptional skills in both instructional delivery and course design and planning; engaging students at a high level; demonstrating a strong commitment to using assessment data to guide revision of his or her teaching methods to improve student outcomes; leading the integration of new technology into the classroom; or developing quality new courses or curriculum either in the classroom and online.

For service, exemplary faculty typically perform their department and discipline responsibilities at a high level or take active leadership on specific initiatives that meet significant college or department goals.

Examples of the type of efforts that might characterize exemplary service include: effective leadership roles in college or system committees; developing significant new relationships in the community that meet college goals (with institutions like K-12 districts, other colleges, or key business partners); making a contribution to their field of study, either in published work, presentations, or service in a professional organization; managing a program to demonstrate very strong relationships with industry partners leading to high levels of program support; leadership in broader college initiatives that improve teaching and learning.

Exemplary service should be consistent with the faculty member's performance plan.

Application of the full sequence of cycle of engagement-reflections-innovation, which results in substantive improvements for students, colleagues, the College and/or the community.

#### COMMENDABLE PERFORMANCE

To receive a rating of "commendable" a faculty member demonstrates competence in teaching and service, abides by all college guidelines and CCCS policies and procedures and meets department, college, and board goals related to his or her area of responsibility, including performance objectives defined in his or her performance plan.

Commendable faculty members meet basic instructional requirements, including following curriculum guidelines, college and department syllabus policies, assessment requirements and deadlines for schedules and grades. They demonstrate currency in the field and the teaching methodology. They demonstrate skill in both instructional delivery and course design and planning, as well as innovation in teaching methods and a commitment to continuous improvement of student learning outcomes, including meeting college guidelines for assessment of student learning.

Commendable faculty members engage actively in service, such as serving on department and college committees, engaging in department and college functions and activities, advising students as appropriate and demonstrating professional and courteous behavior. They also meet the critical duties of their assigned roles. For example, if charged with managing a program, they meet all basic program requirements, including holding productive advisory committee meetings and appropriately advising students. Or, if charged with hiring and mentoring part-time instructors, they provide appropriate screening, orientation, and supervision, including classroom observations.

#### PERFORMANCE NEEDS IMPROVEMENT

A faculty member "Needs Improvement" when he or she does not meet the criteria of a "commendable" performance rating in either teaching or service—he or she fails to competently meet the teaching or program management standards outlined above or in college guidelines, fails to provide significant service to the college or department, or violates the expectation of professional and collegial behavior. Any disregard for or violation of established CCCS policy or procedures or college guidelines may also result in this rating.

Any faculty member whose performance receives Needs Improvement is ineligible for a salary increase and must meet with the supervisor within 60 days to formulate a Performance Development Plan to address his/her performance deficiencies (see Performance Development Plan).

## 10.5 PERFORMANCE DEVELOPMENT PLAN

A faculty performance appraisal of **Needs Improvement** subjects the employee to personnel action and requires a Performance Development Plan within 60 days.

The purpose of the plan is to remedy the faculty member's inadequate performance. Therefore, the development plan is instituted in addition to the regular performance appraisal plan and goals for the year subsequent to receiving the **Needs Improvement** appraisal.

The faculty member must meet with the supervisor to create the individual Performance Development Plan, which is kept in the faculty member's personnel file and includes the following:

- A statement of the performance area(s) that need improvement;
- Actions (measurable objectives) to be taken to improve the performance deficiencies; and,
- A timeline for progress toward achievement of the measurable objectives.

### MONTHLY PROGRESS REVIEWS

The faculty member must meet with his/her supervisor for a monthly progress assessment, and a report of the faculty member's progress must be documented in his/her performance each month.

Failure to meet the performance goals in the development plan may result in a second annual performance appraisal rating of **Needs Improvement and** may result in non-renewal of faculty employment (see below).

## 10.6 POTENTIAL FOR NON-RENEWAL

According to BP 3-20, two consecutive years with **Needs Improvement** performance appraisals may result in faculty non-renewal.

It is also a condition of employment for faculty members to do a minimum of 30 clock hours of professional development per year during the probationary years and 90 clock hours of professional development every five years for continued employment after the probationary period (see 3.2 and 3.6). Also, CTE faculty must maintain the appropriate CCCS.CTE credential (see 3.1C).

## 10.7 PERFORMANCE APPRAISAL APPEAL

According to SP 3-31, a faculty member may appeal his/her annual performance appraisal with the college's president within 20 days of receiving his/her evaluation.

## **10.8 COMPENSATION AND REWARD FOR FACULTY PERFORMANCE**

In accordance with State Board policies, CCD's Salary Plan calls for merit-driven processes that guide individual base building and non-base building salary adjustments (BP 3-55). According to System procedures, only faculty members whose performance is appraised at the level of **Commendable** or **Exemplary** are eligible for annual salary increases (SP 3-31). Board policy designates that the president is responsible for establishing annual compensation and reward structures for faculty performance.

## **Appendix A**

### **Teaching & Learning Values/Critical Skills/ Learning College Principles**

#### **Shared Values for Teaching & Learning Excellence**

CCD's faculty and staff share a commitment to teaching and learning processes that:

- Enable students to become independent learners;
- Demonstrate a commitment to student outcomes (job readiness, computer literacy, skill levels, mastery of subject matter);
- Provide opportunities for critical thinking and problem solving;
- Demonstrate an excitement about teaching and learning;
- Maintain high but realistic expectations;
- Demonstrate appreciation and understanding of a diverse student population; and,
- Use individualized, student-centered approaches to encourage student success.

#### **Community College of Denver has established the following institutional outcomes:**

In keeping with its commitment to student learning outcomes, CCD faculty have identified a set of six critical skills that they believe transcend all others and should be integrated throughout the curriculum: numeric thinker, personally responsible, globally aware, effective communicator, complex thinker and effective and ethical user of technology.

#### **A CCD graduate is a Numeric Thinker.**

Students will select relevant data and use several methods such as algebraic, geometric, and statistical reasoning to solve problems; they will interpret and draw inferences from data and mathematical models; they are able to represent mathematical information symbolically, graphically, numerically, and verbally.

#### **A CCD graduate is Personally Responsible.**

Students will incorporate ethical reasoning into action; they will explore and articulate the values of professionalism in personal decision-making. They exemplify dependability, honesty, trustworthiness, and accept personal accountability for their choices and actions. Students will exhibit self-reliant behaviors, including: managing time effectively, accepting supervision and direction as needed, perseverance, valuing contributions of others, and holding themselves accountable for obligations.

#### **A CCD graduate is Globally Aware.**

Students will consider the interconnectedness of our community and world. They will understand how cultural differences (such as: beliefs, traditions, religion, ethnicity, sexuality and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environment, technological, and economic impacts of their actions.

**A CCD graduate is an Effective Communicator.**

Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective written and oral communication in academic, public, and professional discourse.

**A CCD graduate is a Complex Thinker.**

Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning.

**A CCD graduate is Effective and Ethical User of Technology.**

Students will exhibit technological literacy and the skills to effectively use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

**Learning College Principles**

For more than a decade, CCD has engaged in a journey to become more learning-centered. CCD strives to integrate learning college principles into its policies, programs and practices.

- A Learning College creates substantive change in individual learners.
- A Learning College engages learners in the learning process as full partners who assume primary responsibility for their own choices.
- A Learning College creates and offers as many options for learning as possible.
- A Learning College assists learners to form and participate in collaborative learning activities.
- A Learning College defines the roles of learning facilitators by the needs of the learners.
- All Learning College employees identify with their role in supporting learning.
- The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.

## **Appendix B**

### **Goal Setting Guidelines**

Each faculty member will identify individual performance goals to be accomplished during the academic year. These goals must extend beyond the job description and link to center and College goals. You should also have a strategy of how you would accomplish service goals. Goals should be specific and measurable, challenging yet achievable and must be mutually agreed upon by the faculty member and supervisor.

No specific number of performance goals is required: a faculty member may identify several independent goals, or one overarching goal that encompasses multiple faculty roles (teaching and service).

Annual performance goals serve as guides for performance and development for the year, and, with supervisor approval, may be changed anytime during the year. Faculty performance in meeting goals is appraised holistically rather than numerically at the end of the year.

Performance goals are expected to have formative and summative elements, that is, to point to specific outcomes while offering growth and learning opportunities. Faculty are encouraged to strategically build on their goals from previous years, and to identify goals that call for innovative activities or approaches for which outcomes may be uncertain.

#### **GOAL SETTING PROCEDURE:**

At the beginning of the annual appraisal cycle (May-September):

- Step 1: Review CCD Teaching and Learning Values, and Learning College Principles (see Appendix A). Review instructional and center goals, job description, workload assignment and past year's performance appraisal.
- Step 2: Reflect on student outcomes, accountability data, student evaluations of instructor, class observations, retention rates, student tracking data, program reviews, long range program plans and the current year's budget and plan.
- Step 3: Frame goals using the Annual Faculty Performance Plan (see Appendix C). Think first in terms of meaningful goals that spark your interest and offer needed improvements at the student, faculty, program, departmental, college and/or community level. Then consider how to use the *engagement-reflection-innovation* cycle to meet your goals and improve your teaching effectiveness, professional development and service to the College and community.
- Step 4: Outline implementation plan: include action steps and timelines, as well as outcomes and measurements. Use the Annual Faculty Performance Plan (Appendix C) to record your implementation plan (or a separate sheet attached to the form).
- Step 5: Meet with supervisor to discuss, finalize your Annual Performance Plan by October 1.
- Step 6: Meet with your supervisor at mid-year (December – January) to review your progress and negotiate any needed adjustments in your goals or Annual Performance Plan.



## Appendix D Faculty Self-Reflection Guidelines

According to State Board policy, as part of the annual performance appraisal, faculty members must prepare a brief written summary of their activities for the year and the impact of those activities on their own development, students, the department and the College.

The *Faculty Self Reflection* report should address the factors and ratings described in the *Appraisal of Job Performance* above, and should include a brief narrative summary and optional documentation as described below. (Include a copy of your Annual Performance Plan [Appendix C] with the Self Reflection report.)

1. **SUMMARY:** In view of your job description and performance goals, assess your progress in using the *engagement-reflection-innovation* process to achieve your goals. Note how this progress relates to fulfilling your responsibilities in teaching effectiveness, service to the College, professional development and service to the community. Provide a brief paragraph or bulleted statements in response to each of the following:
  - a. **Strengths.** Summarize your accomplishments and best practices for the year.
  - b. **Areas for improvement or continuing development.** Discuss your performance shortcomings and ideas for improvement or future implementation.
  - c. **Insights.** Describe any lessons learned and conclusions from analyzing your performance for the year.
  - d. **Optional comments.** Discuss issues or factors influencing your performance that may impact this appraisal. Comment on professional achievements for the year that may not have been part of your Annual Performance Plan.
  
2. **DOCUMENTATION (OPTIONAL):** Include any other relevant documents that you choose to support yourself reflection. *Following are examples of documentation that may be provided:*
  - a. **Teaching:** Student retention and achievement data (e.g., course completion rates, capstone courses, graduates, job placements, transfers, success on certifying exams, learning outcomes assessments); annotated syllabi; teaching journals; new or revised curriculum or content guides; student evaluation summaries; class observation summaries; success in integrating CCD's Core Teaching/Learning Values, critical skills across the curriculum and/or Learning College Principles.
  - b. **Service:** College meetings and activities attended; documents related to participating in student activities; College-wide and campus committees/task forces chaired or other offices held; contributions to College planning and budgeting; use of program reviews to improve program/discipline services; advisory committee work; collaborative work with other units of the College; presentations or workshops conducted; grant proposals or fundraising activities; other special assignments.
  - c. Documentation of other relevant achievements.

## Appendix E Student Evaluation of Instruction



### Student Survey of Instruction

Instructor: \_\_\_\_\_

Course: \_\_\_\_\_

	Outstanding	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
1. The instructor is enthusiastic about the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor returns graded materials.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. The instructor explains course requirements (exams, papers, grading) as stated on the syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor gives me useful feedback.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. The instructor knows the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The instructor helps me understand the concepts that are presented in this course.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7. The instructor creates a comfortable learning environment through courtesy and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor is available to me when I need assistance.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9. The instructor responds effectively to students' questions and comments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor encourages me to think critically.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11. The instructor connects the subject matter to the real world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The instructor helps me become an independent learner.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13. I received my syllabus within my first week of class.			Yes <input type="checkbox"/>	No <input type="checkbox"/>
14. The instructor used a variety of tools/methods to help me learn.			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15. The instructor provides opportunities for me to interact with other students.			<input type="checkbox"/>	<input type="checkbox"/>
16. The textbook/materials are helpful for this course.			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17. The course increased my knowledge of the subject.			<input type="checkbox"/>	<input type="checkbox"/>
18. The instructor is on time for class.		Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	N/A <input checked="" type="checkbox"/>
19. The instructor meets the class for the entire period.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The instructor uses class time effectively.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

21. The things I like most about the course are:  
 \_\_\_\_\_  
 \_\_\_\_\_

22. The things about the course that could be improved are:  
 \_\_\_\_\_  
 \_\_\_\_\_

23. Question:  
 \_\_\_\_\_  
 \_\_\_\_\_

Answer:  
 \_\_\_\_\_  
 \_\_\_\_\_

## Appendix F Class Observation Report Form

Office of the Provost  
Cherry Creek – Room 301  
Campus Box 200  
P.O. Box 173363  
Denver, CO 80217  
Fax: 303-556-4602



### Faculty Handbook: Appendix F Classroom Observation Report Form

Faculty Name: \_\_\_\_\_

Observer: \_\_\_\_\_

Course/Section: \_\_\_\_\_

# of Students Present: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Scheduled Observation     **Unscheduled Observation (Check One)**

TYPE OF TEACHING OBSERVED (CHECK ALL THAT APPLY):	COMMENTS:
<input type="checkbox"/> Lecture	
<input type="checkbox"/> Discussion	
<input type="checkbox"/> Demonstration	
<input type="checkbox"/> Collaborative Learning	
<input type="checkbox"/> Individual Instruction	
<input type="checkbox"/> Other (Describe): _____	

ORGANIZATION:	COMMENTS:
<input type="checkbox"/> States the purpose of this session.	
<input type="checkbox"/> Makes explicit the relationship between current and previous sessions.	
<input type="checkbox"/> Uses class time well to progress toward learning objectives.	
<input type="checkbox"/> Concludes the session with summary, review of learning objectives, assignments.	
<input type="checkbox"/> Other (Describe): _____	

FACILITATION OF TEACHING/LEARNING:	COMMENTS:
<input type="checkbox"/> Uses appropriate pedagogy.	
<input type="checkbox"/> Corrects, clarifies, coaches.	
<input type="checkbox"/> Shows enthusiasm for the subject.	
<input type="checkbox"/> Assesses understanding and adjusts teaching to meet learning needs.	
<input type="checkbox"/> Uses techniques that actively engage learners.	
<input type="checkbox"/> Uses teaching materials, tools, technology appropriately.	
<input type="checkbox"/> Other (Describe): _____	

### Faculty Handbook: Appendix F Classroom Observation Report Form

<b>MANAGEMENT OF CONTENT:</b>	<b>COMMENTS:</b>
<input type="checkbox"/> Shows mastery of subject matter.	
<input type="checkbox"/> Conveys high, but realistic learning expectations.	
<input type="checkbox"/> Gives clear expectations, with examples to clarify difficult ideas.	
<input type="checkbox"/> Other (Describe):	

<b>PRESENTATION/TEACHING STYLE:</b>	<b>COMMENTS:</b>
<input type="checkbox"/> Speaks clearly, with appropriate volume and speed. -	
<input type="checkbox"/> Makes eye contact with students throughout the room.	
<input type="checkbox"/> Uses gestures and body movements effectively.	
<input type="checkbox"/> Varies teaching styles and methods. Primary teaching style used:	
<input type="checkbox"/> Demonstrates professional appearance and behavior.	
<input type="checkbox"/> Other (Describe):	

**Other Comments:**

**Strengths:**

**Areas for Improvement:**

**Specific Recommendations to Improve Teaching Effectiveness:**

Observer: \_\_\_\_\_  
Print Name Signature Date

Faculty: \_\_\_\_\_  
Print Name Signature Date

\*Signature does not signify agreement with the comments of the observer, but only that the faculty understands the comments.

Revised 09/04/13 Page 2 of 2 PRO-5

## **Appendix G**

### **Factors in Appraisal of Faculty Performance**

In accordance with State Board policies and System President Procedures (BP 3-31, SP 3-31), the four categories below constitute faculty responsibilities. Each category of responsibility constitutes a weighted portion of a faculty member's annual performance appraisal, but performance appraisals and ratings are made holistically and in narrative form.

#### 70% TEACHING

Teaching effectiveness includes teaching and teaching-related activities\*. Components of teaching effectiveness include student achievement; student retention; class structure and organization; course materials, including syllabi, course outlines and lesson plans; command of subject matter; teaching/facilitation skill; student rapport and engagement; and integration of technology into coursework. [NOTE: Any student achievement or retention data to be considered in appraising faculty performance will be shared with the faculty member for inclusion in his/her self-evaluation.]

\*Some faculty members have assignments in place of teaching classes (e.g., adjunct faculty coordination, tutoring, grant assignments, special program/curriculum development). These assignments must have specific job expectations and outcomes agreed to and appraised by the faculty member and supervisor. (See Appendix H for sample faculty coordinator/chair duties).

#### 30% SERVICE

Service includes fulfilling the mission and goals of the college outside of the classroom. Components of service to be considered in the evaluation should be based on the faculty member's job description, role, goals, and documented responsibilities. These may include but are not limited to departmental service, including curriculum coordination and development, advising and outreach, administrative assignments, and committee work; system, college-wide and campus committee work; sponsoring and participating in student activities; and attendance at college activities and events. Additional activities may include serving as the college representative on a local board or commission, developing community partnerships, making community or professional presentations, serving as a liaison to local schools, or serving as an elected or appointed member of local boards.

Service also includes professional and courteous interaction with colleagues, staff and community as typically demonstrated by active engagement, collaboration, and constructive cooperation in department and college activities. This shall not diminish lively, critical debate which is both necessary and appropriate in an academic institution.

## **Appendix H**

### **Faculty Job Description (See 5.0)**

CCD faculty members are professional educators with the primary responsibility of providing a quality education for all CCD students. All CCD faculty are responsible for fulfilling the following duties and responsibilities in a timely manner and in accordance with the philosophy, policies and procedures of the College.

#### TEACHING

1. Demonstrate a thorough and accurate knowledge of the subject area and of effective teaching practices.
2. Teach assigned classes at scheduled time and place.
3. During the first week of the semester for all courses taught, provide each student with a written statement of course requirements that follow the approved course content guide and includes the course outline, timelines, learning outcomes, major assignments and grading criteria, office hours, required textbooks and materials.
4. Conduct timely and consistent assessments of student learning achievements.
5. Maintain accurate student records (enrollment, attendance and grades).
6. Establish and keep posted office hours that are reasonable for student access.
7. Assist, advise and mentor students in accomplishing their course and program goals.
8. Use retention strategies in and out of the class to maximize student success.
9. Respond effectively to consistent patterns of student complaints.
10. Assign and submit grades based upon the results of evaluations and college grading policy. Grades must be submitted by the published date. Failure of any faculty to submit grades on time may be noted in the annual performance appraisal and may affect subsequent merit increases.
11. Remain current with content, technology and teaching and learning strategies in the discipline.
12. Maintain necessary educational credentials as described in the CCD Credentialing Plan.
13. Participate in College in-service activities, faculty development programs, seminars, continuing professional education, or other professional development activities.
14. Complete 30 hours of professional development per year for probationary faculty and 90 hours every five years for non-probationary faculty. Professional development activities must have dean approval.
15. Engage in professional & academic growth and development to encourage continuous improvement

#### SERVICE

16. Maintain familiarity with College and center goals, mission and strategic directions.
17. Contribute to College planning, budgeting and development processes.
18. Contribute to curriculum and program development and review.
19. Attend College, division, center, faculty, or other meetings, as requested.
20. Attend and participate in graduation and convocation activities.
21. Participate in institutional effectiveness and accreditation activities.
22. Build relationships that contribute to a community of trust, integrity and collegiality.
23. Abide by all College and board policies and procedures and state and federal laws.
24. In extenuating circumstances involving health and safety, faculty may be asked to assume additional program specific responsibilities.
25. Participate in activities that promote community service or civic engagement related to the

College mission and goals (for example, facilitate student involvement in community or civic activities, serve as a mentor for student volunteerism, represent the College on local or state boards, integrate service learning into curriculum, make community presentations on behalf of the College and serve on external advisory committees).

## **Appendix I**

### **Faculty Chair/Coordinator Job Description**

(See 5.2)

The Community College of Denver faculty consists of professional educators with the primary responsibility of providing a quality education for all CCD students. All CCD faculty members are responsible for fulfilling their duties and responsibilities in a timely manner and in accordance with the philosophy, policies and procedures of the college. Faculty members serving as program/department/cluster coordinators or chairs have duties beyond the class that may include leadership, management, coordination, budget control, curriculum development, conflict resolution and problem solving. As a learning college, Community College of Denver recognizes that these coordinator/chair positions are organic and must adapt to the needs of the program/department/cluster being served. Therefore, specific duties and responsibilities associated with these roles, for which the coordinator/chair is given release time from class teaching, must be established with the supervisor and noted on the Annual Performance Plan.

#### **Program Chairs/Coordinators are responsible for:**

- Student success and retention
- Program development and coordination
- Program marketing (CTE)

#### **Academic Advising**

- Collaborates with discipline faculty, advisors and other college personnel to ensure that current and accurate information is provided to new and current students
- Develops and updates program requirements and written program materials
- Provides required reports to state, federal and reporting agencies

#### **College Involvement**

- Participates in the annual strategic planning process and budget development\*
- Participates in targeted professional development activities, task forces and committees
- Demonstrates an understanding of college operations such as organizational structures, philosophy and mission
- Demonstrates effective management skills that promote work quality and production and employee growth and development
- Maintains and enhances professional expertise in the field by networking and developing partnerships
- Works cooperatively with others to create positive communication and shared goals

#### **Coordination**

- Coordinates with program faculty for integrity and timeliness of the curriculum at all venues within the college
- Coordinates in the planning, staffing and evaluation of pre-collegiate and non-Auraria venue classes and programs
- Coordinates in the planning, staffing and evaluation of online classes and programs
- Ensures that content guides are current and updated
- Ensures that master syllabi are used by all instructors

- Coordinates (with other faculty) textbook selection and ordering
- Leads teams (faculty, advisory committees and staff) to conduct program reviews/analysis/recommendations
- Ensures accurate catalog content
- Coordinates with faculty, deans, campus directors and office managers to develop class schedules
- Recruits, interviews and recommends adjunct and full-time faculty for hire\*\*
- Manages, mentors and monitors adjunct faculty and full-time faculty\*\*
- Ensures faculty are informed of CCD's grading policies
- Performs class observations of adjunct faculty and full-time faculty, as outlined in the faculty handbook\*\*
- Reviews student evaluations of adjunct and full-time faculty\*\*
- Collaborates with faculty and deans to facilitate articulation and transfer agreements
- Develops and maintains community partnerships to promote CCD services and/or to create opportunities to further the college mission and services (CTE)
- Delegates program responsibilities based on a thorough understanding of duties, consideration of skills and timely review
- Makes informed, fair and effective decisions based on thorough understanding of situations
- Assists in the mediation of issues that arise with faculty and/or students
- Takes action to promote quality, efficiency and effectiveness
- Produces high-quality results with a focus on continuous quality improvement
- Respects others and creates opportunities for inclusion and valuing differences

Duties specific to individual programs may vary and will be negotiated with the supervisor.

\*Depending on the center, chairs/coordinators *may* be required to manage the budget associated with their programs.

\*\*Typically, chairs/coordinators hire, supervise and evaluate the full-time faculty in their areas.

**Appendix J  
Annual Faculty Performance Appraisal Report**

Faculty Member: \_\_\_\_\_ Dept./Program: \_\_\_\_\_  
Academic Year: \_\_\_\_\_ Annual Performance Rating: \_\_\_\_\_

Primary Program Area Assignment: _____	
Secondary Program Area Assignment(s): _____	
Current Credential Date of Issue: _____	Current Credential Expires: _____
Hours Toward New Credential: Current Year: _____	Cumulative: _____

*Supervisor's Comments:*

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature\* \_\_\_\_\_ Date \_\_\_\_\_

*\*Signature does not signify agreement with performance appraisal. If desired, the faculty member may choose to submit a written response to the appraisal that will also be placed in his/her personnel file.*

Dean Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Provost: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix K**

### **Standards of Academic Progress**

*PLEASE NOTE: Additional academic standards may apply to specific programs. Please refer to specific program requirements for details.*

A student is considered in "Good Standing" with a cumulative GPA of at least a 2.0.

A student is placed on "Probation Initial" when a cumulative GPA is less than 2.0.

A student is considered on "Probation Continuing" with a cumulative GPA remains less than 2.0 and the most recent term GPA is 2.0 or greater.

A student is placed on "Suspension Initial" with a cumulative GPA that is less than 2.0 and the most recent term GPA is below 2.0. A student placed on "Suspension Initial":

- Is not permitted to register for the next term after the term of suspension.
- May appeal the suspension due to unusual or mitigating circumstances. Granting of a student's appeal does not guarantee that the student will be permitted to enroll without a break in enrollment.
- When returning from "Suspension Initial", a student will remain on "Probation Continuing" and must complete the semester with a GPA of 2.0 or higher to continue enrollment.

A student is again placed on "Suspension Second" when the cumulative GPA is less than a 2.0 and the most recent term GPA is less than 2.0 for the second time. A student placed on "Suspension Second":

- Is not permitted to register for the next two terms following the term of suspension.
- May appeal the suspension due to unusual or mitigating circumstances. Granting of a student's appeal does not guarantee that the student will be permitted to enroll without a break in enrollment.
- When returning from "Suspension Second" a student will remain on "Probation Continuing" and must complete the semester with a GPA of 2.0 or higher to continue enrollment.

A student is placed on "Suspension Third" when the cumulative GPA is less than a 2.0 and the most recent term GPA is below a 2.0. for the third time. A student placed on "Suspension Third":

- Is not permitted to register for the next two calendar years.
- May appeal the suspension due to unusual or mitigating circumstances. Granting of a student's appeal does not guarantee that the student will be permitted to enroll without a break in enrollment.

### **Academic Suspension Reinstatement Procedures**

The Academic Suspension Reinstatement procedures require that a student meet with a General Studies Advisor or Program Advisor to obtain an Academic Suspension Reinstatement plan. Students must then follow these procedures:

- Attach unofficial copy of academic record.
- Attach a personal statement outlining the circumstances that led to suspension.
- Attach an academic plan for the semester the student plans on being reinstated.

## **Appendix L Academic Integrity Policy**

CCD students are expected to behave as responsible members of the College community and to be honest and ethical in their academic work. CCD strives to provide students with the knowledge, skills, judgment and critical thinking they need to function in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education, and is a disservice to the student, faculty and staff community. All members of the College community, students, faculty and staff, share the responsibility and authority to challenge and report acts of academic dishonesty. Further, students, faculty and staff should ensure that policies regarding academic integrity are clearly outlined in course materials, including course syllabi.

### **Guidelines For Academic Integrity**

Students assume full responsibility for the content and integrity of the coursework they submit. The following are guidelines to assist students in observing academic integrity:

Students must do their own work and submit only their own work on examinations, reports and projects, unless otherwise permitted by the instructor.

Students are encouraged to contact their instructor about appropriate citation guidelines.

Students may benefit from working in groups. However, students must not collaborate or cooperate with other students on graded assignments, examinations, or other academic exercises unless clearly directed to do so by the instructor.

Students must follow all written and/or verbal instructions given by instructors or designated College representatives prior to taking examinations, placement assessments, tests, quizzes and evaluations.

Students are responsible for adhering to course requirements as specified by the instructor in the course syllabus.

### **Forms of Academic Dishonesty**

*Note: The College recognizes that when students make a good faith attempt to credit sources, some mistakes in citation format or use of quotations should be viewed as errors in form and mechanics rather than true plagiarism.*

Actions constituting violations of academic integrity include, but are not limited to, the following:

#### **CHEATING**

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Examples of cheating include, but are not limited to:

- Copying from another's assignment or receiving unauthorized assistance from another during an academic exercise or in the submission of academic material.
- Using a calculator, computer or other materials when not authorized by the instructor.

- Collaborating with another student or students during an academic exercise without the consent of the instructor.

#### FABRICATION

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

#### FACILITATING ACADEMIC DISHONESTY

Intentionally or knowingly helping or attempting to help another to violate any provision of this Code.

#### MULTIPLE SUBMISSION

Submission of academic work for which academic credit has already been earned, and when such submission is made without authorization.

#### PLAGIARISM

Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are considered to be forms of plagiarism:

- Word-for-word copying of another person's ideas or words.
- Interspersing one's own words within a document while, in essence, copying another's work.
- Rewriting another's work, yet still using the original author's fundamental idea or theory.
- Inventing or counterfeiting sources.
- Submission of another's work as one's own.
- Neglecting quotation marks on material that is otherwise acknowledged.

#### MISUSE OF ACADEMIC MATERIALS

The misuse of academic materials includes, but is not limited to, the following:

- Stealing or destroying College or library reference materials, or computer equipment and/or programs.
- Stealing or destroying another student's notes or materials, or having such materials in one's possession without the owner's permission.
- Receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor.
- Illegitimate possession, disposition, or use of examinations, test banks or answer keys to examinations.
- Unauthorized alteration, forgery, or falsification of academic records.
- Unauthorized sale or purchase of examinations, papers, projects or assignments.

#### COMPLICITY IN ACADEMIC DISHONESTY

Complicity involves knowingly contributing to another's acts of academic dishonesty.

### **Penalties for Academic Dishonesty**

If a student is found responsible for violating academic integrity policies, any one or a combination of the following penalties may be imposed by the faculty member, or by the faculty member and his/her supervisor:

- Verbal or written warning.
- Request to have student repeat assignment, project, or examination in question.

A grade of “F” for the assignment, project, or examination. Note: If the weighted grade of “F” for the assignment, project, or examination results in a cumulative grade of “F” in the course, then the assignment of a grade of “F” in the course is appropriate.

The Provost or designee may also issue the following disciplinary sanctions, in accordance with the Code of Student Conduct:

- Disciplinary admonition and warning.
- Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or the breaking of any College rule during the probation period may be grounds for suspension or expulsion from the College.
- Suspension from CCD for a definite period of time.
- Expulsion from CCD.

Other disciplinary action as deemed appropriate may include: referral to support services and/or programs; assignment of written apology or essay; participation in community service activities.

### **Academic Dishonesty Complaint Procedures**

1. The faculty member observing or investigating the apparent act of academic dishonesty documents the commission of the act, by writing down the time, date, place and a description of the act.
2. The faculty member collects evidence, often by photocopying the plagiarized assignment and creating a paper trail of all that occurs after the alleged act of academic dishonesty. In most cases, the evidence will include various samples of the student’s work showing a radical disparity in style or ability.
3. The faculty member provides the student an opportunity to explain the incident.
4. The faculty member explains to the student the procedures and penalties for academic dishonesty and gives the student a copy of the CCD’s Academic Integrity Policy and the Student Code of Conduct.
5. The faculty member may resolve the matter by determining an appropriate course of action, which may include a verbal or written warning, a grade of “F” on an assignment, project, or examination or no further action. Note: Faculty should report all violations of academic integrity and the course of action taken to the Provost by using the Academic Integrity Form at <http://www.ccd.edu/ccd.nsf/html/WEBB87LSQZ-Student+Conduct+CCD> so the incident can be added to the Academic Dishonesty data base. When a student is added to this data base, a letter goes out to the student with a copy to the instructor and Department Chair.

## **Appendix M Americans with Disabilities**

### **AMERICANS WITH DISABILITIES ACT**

Discrimination based on disability in admission to, access to and the operation of programs, services or activities of CCD is prohibited by the Americans with Disabilities Act.

Questions, complaints and requests for additional information may be directed to the Vice President of Student Affairs Campus Box 212, P.O. Box 173363, Denver, CO 80217-3363, 303-352-3046.

### **AMERICANS WITH DISABILITIES ACT COMPLIANCE**

CCD is committed to providing an environment where all students have the opportunity to attain their educational goals. To accomplish these goals, both physical and programmatic access must be provided. This means reasonable accommodations will be made in instructional delivery and evaluation methods to ensure full educational opportunities. Appropriate documentation of your disability is required.

Modifications in degree or academic course requirements will be made to ensure that such requirements do not discriminate against qualified students with disabilities (except where the modification results in a fundamental alteration of the academic program).

Modifications to requirements that are essential to the program will include classroom support, alternative format of materials and all other services available through Accessibility Services. Requirements that are deemed essential to the academic program by the program coordinator cannot be waived. If a student has been twice unsuccessful in completing an essential skill requirement due to a disability, he or she may request a substitution. It is important to note that a substitution may not be possible in all cases. The instructional program coordinator will have full discretion over substitutions. Students may appeal the decision through the College's grievance process.

## **Appendix N**

### **Student Rights, Freedoms and Code of Conduct**

Certain rights are extended to students as members of CCD's student body. Students also have rights and freedoms under federal, state and local law. Some of those college-related rights and freedoms include:

**Freedom of access to the College** and to college facilities, services and programs, in accordance with the Civil Rights Act of 1964; Title IX, Section 504 of the Rehabilitation Act, the ADA of 1990; Colorado statutes; and College policies and procedures.

**Freedom in the classroom** includes the right to:

- Ask about, discuss or express any views, provided such activity does not infringe on the rights of others;
- Expect professional conduct from faculty;
- Be informed on the academic standards expected in each course;
- Be evaluated solely on the basis of academic performance;
- Have personal or scholastic information kept private in accordance with the Family Educational Right to Privacy Act and College policy;
- Have access to faculty members during their posted office hours; and,
- Receive reasonable academic assistance from the College.

**Freedom on campus** includes the right to:

- Be free from harassment or discrimination based on race, color, religion, sex, national origin, handicap, age, gender, sexual orientation, or any other grounds;
- Expect an environment free of drug and alcohol use;
- Discuss and express in an orderly way any view in support of any cause, without disrupting College operations or infringing on the rights of others;
- Dress in a way that personal taste dictates and that does not interfere with the education process or with health and safety requirements;
- Be informed of College procedures and other expectations;
- Have access to services without reasonable delays;
- Expect professional conduct from College employees; and,
- Appeal the application of College policies and procedures according to established processes.

**Freedom in student life**, which affords the right to:

- Have a student government and seek office, as outlined in the constitution of the CCD's Student Government Association;
- Recommend allocation of Student Government resources, expend funds or make regulations according to Colorado law and CCD policy, under the auspices of the CCD Student Government Association;
- Organize and join campus clubs for educational, political, social, religious, cultural or community service purposes. The function and structure of student clubs is determined

by CCD's Club and Organization Handbook;

- Use meeting rooms, campus facilities and bulletin boards throughout the campus in compliance with college policies and procedures;
- Expect compliance with college contractual agreements;
- Assemble, select speakers and guests, discuss issues of choice, and have the same rights as other citizens to hear differing points of view and to draw conclusions; and,
- Distribute written materials on campus in a manner consistent with other rights and freedoms, in accordance with posting and distribution policies of the CCD. Please contact the Auraria Higher Education Center and CCD Student Life for posting and distribution policies.

### **VIOLATIONS OF RIGHTS, FREEDOMS AND CODE OF CONDUCT**

CCD has the right to protect its educational purpose and its students from the irresponsible conduct of others. To ensure this right the following regulations have been set forth. A violation of any one of these codes of student conduct may result in serious appropriate consequences, ranging from a reprimand, to suspension or permanent removal from CCD.

**Conduct that could subject a student to disciplinary action, includes, but is not limited to, the following:**

1. Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the College or in helping someone else violate reasonable standards of academic behavior (see also CCD Academic Integrity Policy).
2. Forgery, alteration or misuse of College documents, records, identification materials, educational material and internet access or College property. Students are required to present identification when requested by authorized College officials.
3. Obstruction or disruption of teaching, administration, disciplinary proceedings, or other College activities, e.g.:
  - i. Deliberate interference with academic freedom of speech, including disruption of a class, or interference with the freedom of any speaker invited by any section of the College community to express his/her views;
  - ii. Forcible interference with the freedom of movement of any member or guest of the College;
  - iii. Blocking entryways to buildings, rooms, sections of buildings, hallways or stairways in such a way that people find it difficult or impossible to pass; and,
  - iv. Blocking vehicular traffic.
4. Physical abuse or action that threatens the health and safety of any person on College-owned or College-controlled property or at College-sponsored or College-supervised functions.
5. Theft, misuse, or damage to property on College premises or at authorized College functions. Students involved are subject to College disciplinary actions, as well as to arrest and prosecution by legal authorities. Students are required to make full restitution.
6. Unauthorized entry or use of College facilities and College equipment.
7. Possessing, consuming or distributing any controlled substance, including alcoholic beverages, in violation of the law or College rules and regulations, or appearing on campus while under the influence of such substances.
8. Disorderly, indecent, or obscene conduct on College-owned or College-controlled

- property or at College-sponsored functions.
9. Failure to comply with the verbal or written directions of College employees acting in the performance of their duties.
  10. Condoning any act by another student that violates College policy. Students witnessing any such acts are required to report them to the proper authorities immediately.
  11. Unauthorized representation or contracting in the name of CCD. A student may not claim to be an official representative of the College under any circumstance.
  12. Verbal or written communication that unlawfully exposes any individual or group to hatred, contempt, or ridicule, and thereby injures the person, property or reputation of another.
  13. Dress that fails to meet the established public safety standards in specific classes on College-owned or controlled property and at College-sponsored activities.
  14. Engaging in any kind of hazing action or situation on or off campus that endangers the mental health, physical health, or safety of a student for the purpose of initiation or admission to any student organization.
  15. Unauthorized distribution or sale of goods on campus.
  16. Failure to comply with reasonable requests by authorized College officials or representatives acting on behalf of the College. This requirement includes reasonable request for students to meet appointments in administrative offices and at disciplinary investigations and hearings.
  17. Violations of College policies regarding parking.
  18. Violation of “No Smoking” policy within any building on campus.
  19. Violation of Responsible Electronic Communication policy.
  20. Violation of Academic Integrity policy.
  21. Illegal possession and/or sale of College property. Students involved are subject to College disciplinary actions, arrest and prosecution by legal authorities. Students will be required to make full restitution.
  22. Operation of any motorized or non-motorized vehicle – including skateboards, roller skates, rollerblades, bicycles and motor scooters – on any location or at times which, at the discretion of campus officials, constitute a pedestrian or motor vehicle traffic hazard, or which imperil the health and safety of a person or property on the campus.
  23. Possession of weapons, fireworks or explosives. No student, except law enforcement officers, may have weapons in their possession at any time on College property. Weapons are defined as firearms, knives, explosives, flammable materials or any other items that may cause bodily injury or damage to property.
  24. Leaving children unattended or unsupervised in campus buildings or on campus grounds can constitute child abuse or child neglect, as outlined in Colorado Child Protection Act of 1975. Children (defined as young people under the age of 16) cannot be in classrooms, offices or unsupervised common areas of the college. Employees are not to bring children to their offices/work areas. See Institutional Procedures, Policy Number PO-02.
  25. Engaging in behavior which may constitute sexual harassment such as sexually suggestive looks, comments or gestures, prolonged staring, stalking, sexual teasing or jokes, pressure for dates, sexually demeaning comments, pressure for sex, requests for sex in exchange for grades or favors to avoid poor grades or suspension, other actions of a sexual nature which interfere with school performance or create an intimidating, hostile

or offensive learning environment.

26. Knowingly pursuing malicious, frivolous or fraudulent charges against a student or staff member without cause.
27. Aiding and/or encouraging another person to commit any act of misconduct set forth in 1 through 26 above.

#### STUDENT GRIEVANCE PROCEDURE

CCD has a grievance procedure for students who believe their rights have been violated. If you have a grievance, contact the Vice President of Student Affairs at 303-352-3046 no later than 20 days after the occurrence. See “Student Grievance Procedure” in the college’s Catalog.

## Appendix O

### Voice: The Influence of Faculty in the Community College of Denver Decision-Making Process

#### THE INFLUENCE OF FACULTY IN THE COMMUNITY COLLEGE OF DENVER DECISION MAKING PROCESS

Community College of Denver believes that faculty input is important in decision-making processes at the college. Faculty shall have a voice weight reflected as Determinative, Co-Determinative or Advisory in each of the categories listed below.

The Community College of Denver is part of the Colorado Community College System (CCCS) and it is under the direction of the State Board for the Community Colleges and Occupational Education (SBCCOE). The state board establishes all policies for CCCS including CCD. The Colorado Commission for Higher Education (CCHE) establishes policies for all universities and colleges in Colorado. State Board Policy supersedes any content in this document and the President at CCD will have the final word on any college issues.

This document is intended to be a guiding instrument to help CCD more fully incorporate faculty into the decision-making processes at the college. This document reflects the intention of CCD to include faculty input at the levels described within each category. CCD will make every effort to honor this document as it moves forward as a premier community college.

#### VOICE WEIGHT INTRODUCTION

The Faculty Voice Committee was comprised of three faculty members, a community campus director, the Director for Human Resources and a Dean. The committee drafted the descriptions for the decision-making categories and created this document based on input from faculty, administrators and members of the learning team. This document was updated in 2012.

One of three weights is assigned to each of the categories.

- **Determinative** indicates that faculty will accept outside input, but will have the authority and responsibility to determine and implement the final decision within the specific category.
- **Co-Determinative** indicates that faculty brings a voice of equal weight to the table. Faculty influence will be equal to that of any other group represented within the specific category.
- **Advisory** indicates that faculty have the ability to provide input within a specific category, but the weight of that input will be determined by the decision making authority.

While this document has full support from the CCD President, it is understood that the President of the college has the final decision-making authority.

## FACULTY HANDBOOK

The Faculty Handbook contains pertinent information regarding the college's policies, procedures and regulations that affect faculty members. The Faculty Handbook outlines the rights and responsibilities concerning full-time faculty at the Community College of Denver. When updating, revising or adding to the Faculty Handbook, CCD faculty will have a co-determinative voice weight.

## FACULTY COMPENSATION COMMITTEE

CCD's annual compensation goals will be consistent with the college-wide salary objectives. To prioritize faculty concerns on compensation, a Faculty Compensation Committee will be established. The Provost and the Chair of the Faculty Council will co-chair the committee. The committee membership will include:

- Two other faculty members appointed by the Faculty Council;
- the Director for Human Resources;
- one Dean, appointed by the Provost; and
- one at-large appointment, as determined by the co-chairs.

Each year, at the beginning of the annual budget-setting process, the Faculty Compensation Committee will make a formal presentation to the President and Executive Staff and report on faculty areas that need compensation improvement. These recommendations will inform the development of the CCD budget for the following fiscal year. During the process of creating the annual recommendations, CCD faculty will have a co-determinative voice weight.

## FACULTY COUNCIL

In accordance with BP 2-30, each college President ensures that the college has a faculty forum through which all faculty members will be provided an opportunity to communicate and actively participate in the making of decisions regarding matters that affect them. At CCD this body is referred to as Faculty Council. According to the by-laws of Faculty Council, the membership is comprised of two voting faculty members from each Center, one voting adjunct faculty member (representing Adjunct Faculty Senate) and one voting at-large faculty member. These Center members are voted into Faculty Council by the full-time faculty in their respective Centers. The adjunct faculty representative is elected by the members of the Adjunct Faculty Senate.

Faculty are encouraged to participate in the decision-making processes at CCD by providing input to their Faculty Council representative(s) regarding any college matter that concerns them. Faculty Council will distribute a list of current representatives to all faculty members at the beginning of each academic year. Faculty will have a determinative voice weight in matters regarding Faculty Council.

## ACADEMIC STANDARDS

Academic Standards is a CCD committee under the direction of Learning and Academic Affairs whose purpose is to review and recommend academic policies. This committee reviews and recommends instructional accountability plans, curriculum development, approval and review process, degree warranties, program entry requirements, critical skills throughout the curriculum catalog content relating to curriculum and instruction. The committee consists of two faculty members from each center. Others may attend the meeting, but only faculty can vote. This

committee works under the direction of the Provost. CCD faculty will have a determinative voice weight in the decision making processes of Academic Standards.

### STUDENT EVALUATIONS

Student evaluation of instruction is an assessment tool composed of a pre-agreed upon set of questions on an evaluation form that students complete. A committee of faculty members and administrators develop the questions. The purpose of student evaluations is to allow students the opportunity to evaluate their instruction. When CCD revises the evaluation instrument or determines implementation practices, CCD faculty will have a co-determinative voice weight.

### TEACHING LEARNING CENTER

The Teaching Learning Center is coordinated through the TLC Advisory Team. TLC is a professional development component of Learning and Academic Affairs whose role in the college is to:

- Provide opportunities for professional growth and development for all faculty (full-time and adjunct).
- Maintain a professional development grant program to provide start-up funding for projects that support college goals.
- Facilitate the Faculty Development Committee's dispersal of faculty development funds.
- Track professional development credit as required for moving adjunct faculty up pay levels, faculty performance appraisal and credentialing.

Faculty are encouraged to participate in the TLC and have a co-determinative voice weight.

### FINANCIAL AID

Financial Aid provides information regarding administration of federal and state programs to assist students in meeting the cost of their CCD education. These programs include grants, scholarships, work-study employment, Federal Direct Loans and Federal Family Educational Loans. Faculty voice will carry an advisory voice weight in Financial Aid issues.

### PERKINS FUND ALLOCATION

The Carl D. Perkins Vocational and Applied Technology Act supplies funding for vocational education and tech-prep programs in secondary and postsecondary institutions. State education agencies are eligible to apply for funding, and if awarded, may distribute it as they see fit. When CCD determines the specific distribution of their Perkins fund allocation, CCD faculty will have a co-determinative voice weight.

### STUDENT CODE OF CONDUCT

The Student Code of Conduct consists of the CCD published rules and guidelines that address expected student behavior. It is facilitated by the Office of Student Life. When CCD revises the Student Code of Conduct, faculty will carry advisory voice weight.

### ACADEMIC INTEGRITY POLICY

The Academic Integrity Policy defines cheating and plagiarism and details the possible consequences. CCD faculty will have a co-determinative voice weight during decision-making processes concerning the Academic Integrity Policy.

### FACULTY PERFORMANCE APPRAISAL PROCESS

The CCD Faculty Performance Appraisal Process details how faculty's performance is to be appraised each year. Faculty have a co-determinative voice weight in the creation of the performance appraisal document. The President has the authority to approve the document or require modifications.

### PART-TIME FACULTY HIRING PROCESS

Adjunct faculty are hired to fill specific course vacancies. All temporary or part-time faculty must meet the same minimum qualifications as full-time faculty for the courses they teach in assigned areas. Part-time faculty contracts, hiring, training and disbursement of course materials are normally the responsibility of program chairs or coordinators. CCD faculty will have a co-determinative voice weight in the hiring of part-time faculty.

### PART-TIME FACULTY MANAGEMENT

Adjunct faculty duties include all responsibilities listed under "Teaching Effectiveness" in Section 5.1 in the Faculty Handbook and in Section 6.3 in the Faculty Handbook. CCD has a responsibility to monitor and manage adjunct faculty to ensure that adjunct faculty maintain CCD standards pertaining to course syllabi, classroom management techniques and course competencies. CCD faculty will have a co-determinative voice weight in the management of part-time faculty.

### FACULTY MENTORING

Community College of Denver strongly recommends that each part-time faculty be paired with a mentor while serving as an adjunct faculty member. Mentoring duties include, but are not limited to, general CCD orientation, assistance in the preparation and presentation of course materials, classroom management, course assessment and grading criteria. CCD faculty will have a determinative voice weight when developing the mentoring plan and implementation process.

### EMPLOYMENT FOR CENTER OFFICE STAFF PERSONNEL

The recruitment and selection process for office staff personnel is governed by the Personnel Board Rules as promulgated by the State Personnel Board. A hiring supervisor receives a list of three final candidates and makes a recommendation to the Provost and the President.

Supervisors are encouraged to seek faculty input in the selection of office staff personnel. CCD faculty will have an advisory role in the hiring of Center office staff.

### RECRUITMENT AND SELECTION PROCESS FOR FACULTY

All full-time faculty vacancies must have a search committee as approved by the Executive Director of for Human Resources. Active and full participation by the faculty in the composition of the search committees is required. The search committee Chair, Dean and Provost will interview the finalists recommended by the committee and makes their recommendation to the President. CCD faculty will have a co-determinative voice weight as part of the hiring committee.

## RECRUITMENT AND SELECTION PROCESS FOR DEANS

When dean positions become vacant, a search committee must be constituted and approved by the Director for Human Resources. Active and full participation by the faculty in the composition of the search committees is required. The search committee Chair and Provost will interview the finalists recommended by the committee and makes their recommendation to the President. CCD faculty will have a co-determinative voice weight as part of the hiring committee.

The college President may waive a search process for any vacant position when it is determined to be in the best interest of the college. The President may accept the recommendation of the committee or may choose to appoint a different candidate.

## RECRUITMENT AND SELECTION PROCESS FOR TECHNICAL/PROFESSIONAL POSITIONS

When vacancies occur in academic programs, a search committee must be constituted and approved by the Director for Human Resources. Faculty are part of the search committee process for technical/professional positions in their Centers. Active and full participation by the faculty in the composition of the search committees is required. The search committee Chair, Dean and Provost will interview the finalists recommended by the committee and makes their recommendation to the President. CCD faculty will have a co-determinative voice weight as part of the hiring committee.

The college President may waive a search process for any vacant position when it is determined to be in the best interest of the college. The president may accept the recommendation of the committee or may choose to appoint a different candidate.

## CREDENTIALING

CCD's credentialing plan, in accordance with the CCCS credentialing process, provides standards for initial hiring of all full- and part-time faculty, as well as the detailed requirements for probationary and non-probationary faculty to acquire and maintain the required CCD Teaching Credential. Credentialing and re-credentialing standards are created and/or revised by CCCS.

## PROFESSIONAL DEVELOPMENT

Professional development is an integral part of continual faculty improvement and a required component in CCD's credentialing plan. Faculty have various options for professional development that may be fulfilled from external sources or from within CCD's professional development activities. The Teaching Learning Center provides professional development opportunities for faculty and other instructional staff. When determining what professional development options apply to the credentialing process and determining the workload ratio associated with the different options, faculty voice weight will be co-determinative.

## CCD'S ACADEMIC QUALITY IMPROVEMENT PROJECT (PEAQ to OPEN PATHWAYS)

CCD has requested participation in the Higher Learning Commission's Open Pathway accreditation track. To facilitate this change from AQIP to the Open Pathway, CCD has been placed back on PEAQ as we prepare our Evidence File and build our Assurance Argument

(typically a four-year process). Open Pathways requires participating institutions to engage in continuous quality improvement and to report to the North Central Commission on an annual basis. Faculty are invited to participate in Open Pathways initiatives and will have a co-determinative voice weight in those activities.

#### FACULTY JOB DESCRIPTION

Community College of Denver faculty are professional educators with the primary responsibility of providing a quality education for all CCD students. All CCD faculty are responsible for fulfilling the duties outlined by state board policy and in the Faculty Job Description in a timely manner and in accordance with the philosophy, policies and procedures of the college. The current faculty job description is in Section 5.1 in the Faculty Handbook. When updates or revisions are made to the job description(s), faculty will have a co-determinative voice weight in the process.

#### CROSS TRAINING PROCEDURES

Occasionally, it will be in the best interest to have CCD employees versed in the skills normally assigned to other job categories. CCD encourages cross training as a means of making the institution more effective and enhancing the individual skills of its employees in the event duties are reassigned or additional duties need to be assumed. If it is determined that faculty need to assume additional responsibilities, the faculty at CCD will have a co-determinative voice weight during that process.

#### REGISTRATION

Registration is the process of signing students up for classes anywhere at CCD. All degree- and certificate-seeking students must take basic skills tests before they sign up for classes. Prior to attending a class, prerequisites and/or cut-scores must be met. Students also must pay for courses or arrange for financial aid to complete the registration process. Faculty at CCD will have an advisory role in the registration process.

#### CENTER/VENUE AND PROGRAM OPERATING BUDGETS

Determined budgets/dollar amounts fund centers, venues and/or programs. To arrive at these budget/dollar amounts, the provost asks deans to prepare budget requests based on the short-term and long-term goals of each program. The Executive Staff then determines the budget and instructional and program allocation. The person assigned responsibility and accountability administers these dollars. When the specific center, venue or program engages in a process to determine their resource needs, faculty will be involved with a co-determinative voice weight.

#### FACULTY DUE PROCESS, GRIEVANCE POLICY

The purpose of this faculty process is to assist and assure academic freedom and intellectual inquiry providing a fair and orderly process for the involuntary termination of employment or other actions against faculty members. A Peer Review Committee made up of faculty reviews faculty documentation, along with that of the institution, before submitting recommendations to the President. This is a peer review process and faculty will have a determinative voice in creating recommendations for the President.

## DEGREE, CERTIFICATE AND COURSE CREATION

Degree, certificate and course creation is designed around CCD's mission and philosophy within the appropriate center. The dean, coordinator/chairs and/or faculty develop the competencies the student requires in a specific area. The degree, certificate and/or course to encompass these competencies is then developed. Academic Standards and the Provost also must approve each new degree, certificate and course. Since faculty need to be involved in all aspects of this process, the faculty voice weight will be co-determinative.

## COURSE CONTENT

Course content can be found in the Colorado Common Course Numbering System's database. Faculty have a determinative voice in developing course content, although all course syllabi must contain at least 80 percent of the information found in CCCNS. Changes in course content at the CCCNS level must be first approved by CCD's Academic Standards Committee (where only faculty can vote), the State Faculty Curriculum Committee and the Education Services Curriculum Committee.

## SYLLABUS CONTENT

A master syllabus is prepared by faculty and chairs to inform students about specific course characteristics and to make the course content consistent across differing teaching methodologies. The master syllabus content contains the items found in the master syllabus template. The individual instructor's syllabus contains the master syllabus information and additional information needed by the students for a specific class. Faculty will have a determinative voice weight in the master syllabus creation and revision process. Faculty will have a determinative voice weight in creating their individual syllabi, while maintaining compliance with the master syllabus for a specific course.

## PROGRAM CONTENT

A program is a group of courses that, together, constitute a degree or a certificate. Programs must meet student or community needs, be based on center goals and resources. An Advisory Board is often convened to assist with needs assessment within a program. Each program also includes the desired outcomes for students. The courses in the program are selected to assist the student in developing the competencies in a chosen area. CCD faculty will carry a co-determinative voice weight in the creation and revision of programs.

## OFFICE STAFF DUTIES

Each academic program has support staff who are assigned to achieve the academic mission for that unit. The duties may vary from administrative to technical/professional or clerical support. Faculty voice weight will be recognized as advisory within this category.