COMMUNITY COLLEGE OF DENVER

FACULTY HANDBOOK

Updated December 2019

Reviewed and Approved by:

Everette Freeman

0473FBDF32E8457...

Dr. Everette Freeman
President

August 6, 2020 | 9:21:17 AM MDT

Date

Ruthanne Orihuela

53380D28C374497...

Ruthanne Orihuela
Provost and Vice President for Academic Affairs

August 7, 2020 | 2:39:46 PM MDT

Date

Chris Holcom

F6E0E5205EEA43D...

Dr. Chris Holcom
Chair, Faculty Council

August 13, 2020 | 8:24:44 AM MDT

Date

For additional copies, visit the CCD Document Library:
https://www.ccd.edu/docs/ccd-faculty-handbook

TABLE OF CONTENTS

TABLE OF CONTENTS

FOREWORD

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

This Faculty Handbook (Handbook) contains pertinent information affecting faculty members, current through the date of its issuance. To the extent that any provision of this Handbook is inconsistent with State or Federal law, State Board for Community Colleges and Occupational Education Policies (BPs) or Colorado Community College System President's Procedures (SP's), the law, BPs and SPs shall supersede and control. BPs and SPs are subject to change throughout the year and are effective immediately upon adoption by the Board or System President, respectively. Faculty members are expected to be familiar with and adhere to the BPs, SPs as well as College directives, including but not limited to the contents of this Handbook.

To access BPs and SPs, see https://www.cccs.edu/about-cccs/state-board/policies-procedures/

Nothing in this Handbook is intended to create (nor shall be construed as creating) an express or implied contract or to guarantee employment for any term or to promise that any specific process, procedure, guideline, or practice will be followed or benefit provided by the College. The College reserves the right to modify, change, delete or add to the information in this Handbook as it deems appropriate.

SECTION 1

COLLEGE MISSION, GOVERNANCE AND ORGANIZATION

SECTION 1   COLLEGE MISSION, GOVERNANCE AND ORGANIZATION

1.1   CCD [VISION STATEMENT](#)
All members of our community will attain the education they desire.

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

In the spring of 2019, CCD identified the three prongs of its [Strategic Plan](#) for 2020-25:

1. Access—Expand access to meet the needs of our students and community.
2. Success—Increase student success through proven practices.
3. Equity—Embed equity and inclusion in all of our work.

**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) Chancellor serves as the Director of Community Colleges and Director of Occupational Education. The System Vice Chancellor, as well as the state system community college presidents, report to the Chancellor 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.

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).

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 are 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 (See Appendix A) of Faculty Council, the membership is comprised of two voting faculty members from each Center, one voting adjunct instructor (representing Adjunct Council) 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 instructor representatives are elected by the members of the Adjunct Council.

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 instructional and performance spaces and general services on the commuter campus. The University of Colorado Denver operates the Auraria Library with support from both Metropolitan State University of Denver and CCD.
Community College of Denver
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.

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).

The Lowry site, in southeast Denver, houses CCD's Health Sciences Center.

The Advanced Manufacturing Center is a state-of-the-art 33,280-square-foot facility located directly north of the Regency Student Housing Community and is only about four miles from the main Auraria Campus. This facility hosts three trades programs: fabrication welding, machine technologies, and engineering graphics and mechanical design.

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 and continually seeks to strengthen the diversity of college faculty and staff.

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, vice presidents, deans, and directors maintain an open door 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 303-352-3310 ? concerning Title VI, Title IX and Section 504.

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:

Section 2   College Commitments and Principles

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 3-70a](#), [SP 4-31a](#), [HR-7](#), [HR-8](#) and [HR-9](#))
BASIS
[(BP) 3-120](#) and [BP 4-120](#) provide 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 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:

Director of Human Resources

Title IX and EO Coordinator
Administration Building, Room 310
Telephone: (303) 352-3310

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 Chancellor'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 of 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   **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 compositions; films; charts; transparencies; prints; slides; filmstrips; video and/or audio recordings 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.

2.6　　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,voice mail and/or text messaging 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, text, and voicemail 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.

Section 2   College Commitments and Principles

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. These minimum standards apply to all instructors at CCD whether full-time faculty, adjunct instructors, or concurrent enrollment instructors.
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 Chair, Dean, and Provost 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 final written approval for all new full-time faculty hires. The Provost must approve instructor qualifications for adjunct instructors.
5. Consideration will be given to the College affirmative action plan in making all new faculty appointments.
6. In exceptional cases, the President can approve 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. (Refer to the Faculty Qualifications and Guidelines Procedure)
7. New faculty and instructor 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 (General Education) and Developmental Education Faculty
All faculty teaching university parallel (i.e., transfer courses) must hold a master's degree in the discipline in which they teach, or, an unrelated master's degree and at least 18 graduate-level semester hours in the discipline in which they teach. Faculty teaching developmental education courses must hold a minimum of a bachelor's degree reflecting content appropriate to the program area to be taught. Specific degree requirements beyond these minimums can be found in INST-17.

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, which are also

20

outlined in the CTE Credentialing Procedure:

1. CTE faculty must have a combination of education appropriate to the discipline, licensure or certifications in their field as necessary, and verified occupational experience. These requirements are dependent on the discipline, and are outlined in the CTE Credentialing Procedure.
2. An instructor in a field that requires licensure must be licensed by the relevant accrediting agency.
3. Faculty who teach CTE courses must be credentialed by the CCD Credentialing Officer. This process is explained fully in the CTE Credentialing Procedure. Faculty first receive an initial credential that is valid for three years. In order to receive their professional credential, faculty must do the following:

- All faculty must successfully complete EDU 222 (New Faculty Orientation in their first semester teaching,
- Full-time faculty must also take EDU 250 and EDU 260 during their initial period.

A professional credential must be renewed every five years, and requires:

- For Full-Time Faculty - Six semester credit hours at the 300 (or 3000) level or above 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).
- Adjunct Instructors - The signature of their chair affirming their continuing qualification.

3.2   BACKGROUND CHECKS
As per SP 3-10a, 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.

3.3   PROVISIONAL FACULTY (REFERENCE BP-3-20).
All new faculty members shall serve a provisional 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 fourth year if the College president determines that additional time should be allowed. Provisional employment may not exceed four years.

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

A. Provisional 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. Provisional faculty must complete 30-clock hours of professional development per year.
C. Student evaluations must be conducted in all course sections taught by provisional faculty.
D. Annual performance evaluations must reflect a Commendable or higher throughout the provisional period.
E. 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.

3.4   MINIMUM STANDARDS FOR ENTERING NON-PROVISIONAL STATUS
To apply for non-provisional status, faculty members must fulfill the following:

- Meet all educational standards as stated in Section 3.1.
- Hold a current occupational credential if teaching CTE courses.
- Meet the standards outlined in Section 3.3 during his/her provisional period.
- Submit a written request to the Dean to move to non-provisional status. This form and letters of recommendation written by the faculty member's Chair, Dean and the Provost are then submitted to the President.
- A provisional 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 from the Department Chair, the Dean and the Provost.

3.5   MINIMUM STANDARDS FOR CONTINUED EMPLOYMENT OF NON-PROVISIONAL FACULTY
For continued employment, all faculty must continue to achieve acceptable performance evaluations as outlined in Section 5.1 – Faculty/Instructor – Teaching Responsibilities.

3.6   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, center, 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.)

3.7   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 Learning Center (TLC), are designed to develop and enhance the teaching and learning process at CCD.

Provisional faculty are required to complete 30 hours of professional development per year. Non-provisional faculty are required to complete 90 hours of professional

development 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 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 (at the 300 [3000] level or above and 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.

3.2   INITIAL PLACEMENT OF NEW HIRES

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 provisional faculty member.

4.3   LEVEL DEFINITIONS

ASSISTANT PROFESSOR	All new full-time faculty hires and provisional faculty. All full-time faculty members with four years or less at CCD.
ASSOCIATE PROFESSOR	Non-provisional 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 provisional, credentialing and/or continued employment requirements as set forth in the Faculty Performance Appraisal Process (see Section 10);
B. Movement from provisional status;
C. Completion of requisite number of years of service;
D. Demonstration of teaching and/or job performance for six years at the Commendable category or higher, as defined by the Performance Appraisal Process

--or--

During the transition from the new to old faculty evaluation process, faculty bringing forward:

- 3 years of exceeds expectations would need 1 year at Commendable to accelerate in 4 years;
  2 years of exceeds expectations would need 2 years at Commendable to accelerate in 4 years

4.5 PROCEDURES FOR ADVANCEMENT clarify assistant associate, full prof

A. Faculty must have completed six (6) years rated at the level of Commendable level or higher, as defined by the Performance Appraisal Process, to qualify for advancement to the next level; or, faculty must have completed four (4) years which included a minimum of two (2) years rated at the level of Commendable and two (2) years rated at the level of Exemplary, as defined by the Performance Appraisal Process, to qualify for advancement to the next level.

B. It is the responsibility of the faculty member to initiate the Faculty Status/Level Change Request form (HR-34) and obtain all required signatures. The completed form is due to the Director of Human Resources no later than the 3rd Monday in May to be considered for level increase in the next academic year.

C. Faculty requesting level advancement must receive the approval of the appropriate Chair, Dean/Supervisor, Provost and President to be moved forward.

D. Upon completion of the faculty member's annual evaluation (May 15th), 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 MOVEMENT FROM PROVISIONAL TO NON-PROVISIONAL STATUS

A. Meets professional development and CTE credentialing requirements and recorded as part of the annual appraisal process; AND

B. Completed three (3) consecutive years at the level of Commendable Commendable or higher; AND

C. Obtains required letters of recommendation from Chair, Dean and with approval of the Provost for movement to non-provisional status.

4.7 OVERLOAD AND SUPPLEMENTAL ASSIGNMENTS

Please refer to the Full-time Faculty Workload Section 6.1 for details on overloads and supplemental assignments.

4.8 SUMMER ASSIGNMENT

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

The standard summer teaching load maximum is ten (10) credits for the 10-week

semester; under special circumstances, the Provost may approve a credit load greater than ten (10) credits, but it cannot exceed 14 credits total.

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

Priority consideration for summer 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 and to meet enrollment needs.

4.9   ANNUAL SALARY ADJUSTMENT OBJECTIVES
CCD strives to maintain a system for annual faculty salary increases in keeping with CCHE and CCCS guidelines that ensure 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 commendable and exemplary 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.

4.10   FACULTY PAY PLAN PROCEDURES (REFERENCE BP 3-55, SP 3-55)
A. Annual Salary Plan
According to BP 3-55 and SP 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 adjustment objectives stated above (Section 4.9.) To prioritize faculty concerns on compensation, a Faculty Compensation Committee has been 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

Section 4   Faculty Level Placement, Advancement and Compensation

- Chief Financial Officer or delegate.

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 4.10 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.
- The President is solely responsible for determining any salary increases recommended by the Faculty Compensation Committee.

SECTION 5

FACULTY JOB DESCRIPTIONS

SECTION 5   FACULTY JOB DESCRIPTIONS

5.1   FACULTY/INSTRUCTOR – TEACHING RESPONSIBILITIES

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

1. Understand and uphold the values and mission of the College add mission and values.
   - CCD is a teaching and learning institution; we specialize in student success.
   - CCD faculty and instructors are knowledgeable about pedagogy, methods, retention, diversity, assessment and college and community life.
   - Learning and student success is placed at a high value for all CCD instructors, staff and students.
   - CCD faculty and instructors will remain current with content, technology and teaching and learning strategies in the discipline.
   - CCD faculty and instructors will maintain necessary educational qualifications and CTE credentials as described in the procedure – Professional Qualifications of Faculty.
   - CCD faculty and instructors abide by all College and board policies and procedures and state and federal laws.

2. Teach assigned classes
   - Start and end classes promptly at scheduled times and calendar start/stop dates.
   - Teach assigned curriculum and make maximum use of required texts and materials as directed by your chair.
   - If you know in advance you cannot hold your class, make prior arrangements with your chair.
   - If you move your class for a session, make your chair and the center office aware so they can notify lost students.
   - If you have a conduct 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.
   - 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.
     iv. Ensuring professional standards of safety
   - Promote a professional image and standard by abiding by all relevant College guidelines and System policies.

3. Syllabus
   - At the start of the semester, provide and review the syllabus with the students for the course that includes all required components of the CCD course model syllabus.
   - For additional information, please refer to the Syllabus section of this handbook.
   - By the end of the first week of classes, email the center administrative assistant a copy of the course syllabus, if required.
   - A template for the syllabus is available on our website and must be used.
   - All Syllabi must be posted to D2L in the Content section.

4. Conduct timely and consistent assessments of student learning achievements.

5. Attendance
   - Taking attendance is mandatory. Maintain accurate records of attendance.
   - Until census date, Obtain a new roster each time you go to class. Beyond census, check the roster periodically to insure that students have not dropped from the roster. Please refer to 9.6H for more information.
   - 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.). A record of attendance must be in the D2L shell at the end of the semester
   - Communicate your attendance policy and expectations to your students.
   - Submit attendance records to the center designee according to published deadlines and CCD procedures, if required.

6. No Show Process
   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. (See Appendix B for the No Show (Non-Attendance) Reporting Information).

7. Grading
   - Maintain accurate grading records in D2L (learning management system).
   - Specific information on grading is found later in this handbook. 9.6
   - Communicate your grading policy in the syllabus and expectations to your students.
   - 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 if required.
   - Failure of any faculty to submit grades on time may be noted in the annual performance appraisals.

8. Communication
   - Conduct all College email communications on CCD email, and where

incorporated by individual faculty into their teaching approach, class communication via D2L email.
- Check CCD email account, and voicemail messages within 48hours while on contract, responding where necessary in a reasonable timeframe with consideration for the needs of students, staff and administration.
- Check campus mailbox(es) as directed by your supervisor.

9. Office Hours
- Full-time faculty must keep at least 5 hours of office hours per week.
- Adjunct instructor office hours are determined by each Center, but, typically, adjunct instructor office hours will consist of one hour per class per week, not to exceed two hours per week. Adjunct instructor office hours must be held at a time beneficial to students and need to be approved by the department chair. Academic centers may alter the office hours to benefit their programs, but they are not to exceed the above requirements.

10. Announce the student evaluations of instruction before the posted deadline and in accordance with established procedures. Provisional faculty and adjunct instructors must be evaluated in all classes taught. Non-provisional faculty may request that their chair only consider evaluations from two (2) classes: one chosen by the chair; one chosen by the faculty member. Ideally, courses will be evaluated at the 80% completion stage, but must be evaluated between 75% and 85% of completion. (See Appendix C for Student's Feedback on Course).

11. Allow for classroom observation by dean, chair, regular or senior adjunct instructor to be determined by department chair.

5.2   FACULTY CHAIR/COORDINATOR JOB DESCRIPTION
Additional Teaching Duties
1. The above teaching responsibilities are included…
2. Use retention strategies in and out of the class to maximize student success.
3. Participate in College in-service activities, faculty development programs, seminars, continuing professional education, or other professional development activities.
4. Complete 30 hours of professional development per year for provisional faculty and 90 hours every five years of non-provisional faculty. Professional development activities must have Dean approval.
5. Engage in professional & academic growth and development to encourage continuous improvement.
6. Assist, advise and mentor students in accomplishing their course and program goals

Service to the College
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, assessment of student learning, 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 or professional presentations, serving as a liaison to local schools, or serving as an elected or appointed member of local boards. (See Appendix D – Faculty Workload and Service Committee Recommendations)

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 reassignment time from class teaching, must be established with the supervisor and noted on the Annual Performance Plan and the Department Workload Template. Department reassignment time can be divided between chair and other faculty in a department.

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 and college stakeholders.
- 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, non-Lowry, or non-Advanced Manufacturing Center venue classes and programs.
- Coordinates in the planning, staffing and evaluation of online and classes and programs.
- Ensures that Program Pathways 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 instructors and fulltime faculty for hire.
- Manages, mentors and monitors adjunct instructors and fulltime faculty.
- Ensures faculty are informed of CCD's grading policies.
- Performs class observations of adjunct instructors and fulltime faculty, as outlined in the faculty handbook.
- Reviews student evaluations of adjunct instructors 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.

*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 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 and a minimum 30 of those hours on campus. 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 can include a combination of lecture, lecture/lab, studio, clinical, and other authentic learning experiences. For that reason, assigned credit hour for a full-time faculty member can range from 9-15 credits. This is dependent on the contract to credit hour variations. An 18 work unit (WU) teaching load is the expectation across all disciplines.

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

Standard office hours are five (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. See Section 5.1.9 for adjunct office hour information.

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 CCCS policy. Overload assignments are rare and not governed by these limitations, and are determined by centers.

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

E. Reassignment Guidelines
   Full-time faculty members may be reassigned 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 supervisor 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 15th); this appointment is to be approved by the Provost by May 20th. If the Provost does not approve a Dean's recommendation, the chair appointment for the following fall must be resolved no later than May 30th.

    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 25th unless the Chair and Dean are negotiating, in which case the Chair would be notified by June 3rd.

    d. Chairs will determine whether they want to accept the appointment and release time and must notify the dean by June 10th.

F. Overload Assignments

18 work units is load for semester. Faculty should not regularly hold an overload in teaching responsibilities. 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 6 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. According to BP 3-80, regular faculty teaching loads over 15 lecture credits (or 18 work units) in a fall or spring semester must be approved by the Provost. Regular faculty teaching loads beyond 21 lecture credits (at CCD or any CCCS college) in a fall or spring semester must be approved by the President. Load equivalent in summer is 10 lecture credits and overload maximum is 14 lecture credits. *(See Appendix D – Faculty Workload and Service Committee)*

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.

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 process 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 BP 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 Office of 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 process.
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

1. 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.
2. 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
  1. 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.
  2. 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.
  3. 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.
  4. 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.
  5. 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   ADJUNCT INSTRUCTOR WORKLOAD AND ASSIGNMENTS

Adjunct instructors 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. All instructors must be appropriately credentialed to teach in the discipline (Appendix ?—INST-17 addendum)

Successive appointments may be made on an unlimited basis; however, the College has no obligation to issue continued appointments to any adjunct instructor. Student evaluations of instruction in all classes taught and at least one classroom observation per year can be used to determine an appointment. New adjunct instructors must have a classroom observation done in their initial semester. Adjunct instructors are subject to the terms of their appointment and have no benefits except those provided by law.

Adjunct instructors may teach up to a 15 lecture credit load or 18 work units each semester; loads above this must be approved by the Provost. Adjunct instructors within

CCCS cannot teach more than 21 lecture credits in any one semester at one college or at several CCCS colleges without permission of all Presidents (BP-3-80).

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 instructor or hourly category are paid biweekly. All employees are required to participate in the Public Employees Retirement Association (PERA).

Adjunct instructor office hours are determined by each Center, but, typically, adjunct instructor office hours will consist of one hour per class per week, not to exceed two hours per week. Adjunct instructor 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. Two office hours per week maximum is an expectation of work, regardless of number of sections taught.

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

6.4   COMMUNITY COLLEGE OF DENVER ADJUNCT INSTRUCTOR JOB DESCRIPTION

Adjunct instructors are hired on an as-needed basis to fulfill specific 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 instructor.

Student evaluations of instruction will be conducted in all classes taught and at least one classroom observation per year. New adjunct instructors must have a classroom observation done in their initial semester. Adjunct instructors are subject to the terms of their appointment and have no benefits except those provided by law.

Adjunct instructors may teach up to a 15 credit load each semester; loads above 15 must be approved by the Provost. Adjunct instructors within CCCS cannot teach more than 21 credits in any one semester at one college or at several CCCS colleges without permission of all Presidents (BP-3-80).

Any course that is canceled less than two weeks before the start of class will entitle the Adjunct instructor to a 10% inconvenience fee (ES 3-55a).

Adjunct instructor contracts, hiring and disbursement of course materials are the responsibility of center program chairs/coordinators or center deans. Please refer to the

New Faculty Onboarding Checklist. Contracts are contingent upon class registration. Employees who are in the adjunct instructor or hourly category are paid biweekly. All employees are required to participate in the Public Employees Retirement Association (PERA).

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
The policies of the CCCS Board and System President shall have precedence over this handbook.

D. DEFINITIONS
ACADEMIC FREEDOM
CCD believes that education should help students function well in a dynamic society. To do so, students must gain knowledge and cultivate critical thinking skills. CCD faculty believes that no restriction should hamper the spirit of investigation, free inquiry, and open discussion in the classroom. Faculty exercises professional judgment in selecting and interpreting ideas. They have the freedom to choose the methods of instruction, guidance, tutoring, testing, and evaluation to achieve these goals.

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/their 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 contact term. The President's decision is final and not subject to review.

F. PROVISIONAL EMPLOYEES
Employees shall serve a provisional 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 policy requirements? President decision chair council reequirements four years if the college President determines that additional time should be allowed.

Section 7   Faculty Due Process, Grievance Policy and Procedures

G. 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 status.

H. NON-RENEWAL
   GROUNDS
   A provisional employee's contract may be non-renewed without cause at the end of
   any contract.

   A non-provisional 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 employee's contract.

   A non-provisional 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.

I. DISMISSAL, SUSPENSION, OR OTHER DISCIPLINARY ACTION FOR CAUSE
   GROUNDS
   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 contender
     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 Chancellor. The review shall consist of a meeting between the System Chancellor 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 Chancellor will be final and not subject to further review.

J. 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 instructor contracts and faculty holding provisional contracts in program area(s) affected shall be reduced prior to the reduction in force of any regular non-provisional 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 Chancellor. 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 provisional period.
Other terms and conditions of employment shall be negotiated at the time of
employment.

K. 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 Chancellor 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 BP 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.

FACULTY EMPLOYEE BENEFITS	
Benefit	**Explanation**
Personal Time Off	16 hours per academic year of sick leave may be used for personal reasons. 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.
Faculty Sick Leave	90 hours per academic year or 10 hours per calendar month covered by the employment agreement, whichever is greater, will be accrued--with no limit on the number of accruable hours. Sick leave will be granted for personal illness, injury or for scheduled doctor and dental appointments.
Funeral Leave	A maximum of 5 days in the event of the death of an "immediate" family member as outlined in BP 3-60.
Holiday Leave	The college is closed on the observed date for the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day. Martin Luther King Day, President's Day, Veteran's Day and Columbus Day are considered alternate holidays and are observed during the holiday break.
Military Training Leave	Regular pay for up to 15 days in any calendar year for the annual training period or for authorized active service.
Jury Leave	Granted with pay when formal jury duty notice is received. Compensation received for jury duty during the time absent from work shall be turned over to the college except for verified parking expenses and mileage allowance.
Leave Without Pay	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.
Workers Compensation	On-the-job accidents must be reported immediately to your supervisor and claim filed with CCD Human Resources.

FACULTY EMPLOYEE BENEFITS	
Benefit	**Explanation**
Family Medical Leave	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.
Family Sick Leave	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.
Group Health and Dental Insurance	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.
Group Life Insurance	Basic term life insurance at one, two or three times annual salary. Effective date same as Group Health Insurance.
Long Term Disability	Once eligibility requirements have been met, plan pays $66\frac{2}{3}\%$ of wages after a 90 day waiting period.
Dependent Coverage for Health, Life, & Dental	Available with premium portion paid by employee. Effective date same as Group Health Insurance. Same options as employee plans.
Death Benefit	Payoff includes regular salary earned, but unpaid at time of death, plus ¼ of any accrued sick leave, not to exceed 240 hours.
Retirement	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 http://www.copera.org/. Employees do not contribute to social security, but they do contribute to Medicare, which is a percentage of one's taxable gross wages.
Tax Deferred Income Program	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.
Flexible Spending Accounts	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.

FACULTY EMPLOYEE BENEFITS	
Benefit	**Explanation**
Before/After-Tax Options	Allows employee to pay health and dental premiums with pre-tax dollars. Taxable income is reduced by the amount of insurance premium.
Credit Union	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.
Unemployment Compensation	Financial protection for employees terminated through no fault of their own. Benefit determined by the Colorado Department of Labor and Employment
Tuition-Assistance Program	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 CCD, subject to BP 3-60. The college will reimburse eligible employees at the resident base tuition rate, as defined in BP 3-60, not to exceed 12 credit hours per semester.
Auraria Faculty/Staff Club	Available to all faculty, staff and administrators on the Auraria campus. There are no membership charges.
Employee Assistance Program	State of Colorado offers free confidential professional assistance for employees and/or their family members for short-term personal or job related problems.
Faculty/Staff Campus Recreation Membership	Annual membership fee including noon hour and evening aerobics and the use of weight room, handball/racquetball courts and tennis courts. .
Tivoli Station	Features a wide-variety of academic supplies, textbooks and popular literature. Discounts available on computer software and hardware.
Campus Eco Pass	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.
K-12	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.
June Pay Day	Employees are paid on the last working day of each month **EXCEPT** for the month of **June**. The June payday will be paid on the 1st working day of July. Employees need to take this into consideration when establishing automatic payments.

8.2 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.

8.3   FACULTY 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 and the Provost must recommend the post-retirement hire of the faculty member and the President 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

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 3-20 to ensure due process for faculty if reductions in force or reassignments are necessary due to a program closure

C. COMMITTEE COMPOSITION
- The committee shall be composed of 9 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.

D. 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 and the Academic Standards Handbook maintained by the Academic Standards Committee. The Handbook can be found at https://web.ccd.edu/content/883.

E. 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 (For details, refer to the following link: https://www.cccs.edu/education-services/common-course-numbering-system/

F. 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 CTE instructional program to be
    reviewed at least once every five years for reporting to CCHE.

    All instructional programs are reviewed once every five years.

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
Banner 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 respective office
  manager.

By start of class, 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 via the
    Field Trip Request Form (Appendix ?). 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.

Students must complete the Emergency Contact/Release Waiver prior and faculty must carry waivers with them on the field trip in case of emergency.

9.5   STUDENT TEACHING INTERNSHIPS
In the rare instance when there is an interest in setting up a student teaching arrangement at CCD, it would have to be done as an internship, the student teacher would need to pay for the internship credits, there would be no compensation for the student teacher, the CCD faculty of record would remain the instructor of record and would provide oversight (CCD classes cannot be turned over to a student teacher), and both the dean and chair must approve the arrangement well in advance.

9.6   STUDENT EVALUATION PROCEDURES

A. STANDARDS OF ACADEMIC PROGRESS
   The purpose of this procedure is to foster the progress of students that can profit from instruction. The student must demonstrate acceptable academic progress. (Refer to Appendix G 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 H for details).

If a student is found 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 H.)

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 syllabus template for each course. The faculty member may use the syllabus template with modifications specific to his/her individual classes as long as the required categories are included. All course syllabi will be required to be uploaded onto Desire to Learn (D2L).

Required Materials on D2L
Mandated policies and college processes will be automatically loaded into each D2L shell for every course taught at CCD. These must be reviewed on the first day of class and cannot be altered or removed.

Required Materials on the Syllabus Template
All faculty are required to use the [syllabus template.](#) Faculty can add more to the syllabus, but the elements listed on the template must be fully completed.
The syllabus template is reviewed every semester and the revised template is uploaded for the next semester seven weeks into the preceding semester. The syllabus template and any additions made by faculty must be ADA-compliant to WCAG 2.0 specifications.

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.

    Please refer to Appendix G – Standards of Academic Progress.

GRADE SYMBOLS, QUALITY OF WORK AND GRADE POINTS		
GRADE SYMBOL	**QUALITY OF WORK INDICATED BY GRADE SYMBOL**	**GRADE POINTS**
A	**Excellent**. Distinguished achievement of superior work.	4
B	**Good**. Better than acceptable achievement.	3
C	**Average**. Acceptable achievement for advancement in the same or related studies.	2
D	**Deficient**. 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
F	**Failure**. Failed to achieve or master the learning objectives of the course. A grade of "F" does not apply toward certificate or degrees.	0
S	**Satisfactory**. 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
U	**Unsatisfactory**. Indicates the student has not demonstrated mastery or achievement of course objectives. Limited to courses designated as S/U only.	Not computed in GPA
W	**Withdrawal**. 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

GRADE SYMBOLS, QUALITY OF WORK AND GRADE POINTS		
GRADE SYMBOL	**QUALITY OF WORK INDICATED BY GRADE SYMBOL**	**GRADE POINTS**
I	**Incomplete**. 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
AW	**Administrative Withdrawal**. The designation of AW may be given for extenuating circumstances. The Provost must authorize grades of AW.	Not computed in GPA

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:

1. Deficient, but Passing Grade, Unsatisfactory for Advancement in Same or Related Studies
2. 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.
3. The competence demonstrated is insufficient to indicate success in the next courses/programs in the subject field.
4. Assignments are completed in imperfect form, sometimes late, or of an inconsistent quality.
5. 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.
6. 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.
   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:
1. Withdrawal
2. 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 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).

H. BANNER STUDENT INFORMATION SYSTEM
CCD uses Banner to access faculty and student information:
https://myportal.cccs.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 and throughout the semester, 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 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 are 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.
- 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.
- Report no-shows in a timely manner

I. PRIOR LEARNING ASSESSMENT (REFERENCE BP 9-42, SP 9-42)
The process by which prior learning assessment is awarded is outlined in SP 9-42. The system provides guidance in the application of these processes through their PLA Guidelines and through this Manual.

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

```
                    ┌──────────────────────────┐
                    │  Annual Performance      │
                    │  Plan & Goal Setting     │
                    │  (by October 1)          │
                    └──────────────────────────┘
                                 │
                                 ▼
                    ┌──────────────────────────┐
                    │  Mid-Year Assessment     │
                    │  (December-January)      │
                    └──────────────────────────┘

  ┌──────────────────┐   Student Evaluations    ┌──────────────────┐
  │ Self-Reflection  │   of Instruction         │     Class        │
  │ (by April 15)    │   (75-85% of             │   Observation    │
  │                  │   semester completion)   │  (by April 15)   │
  └──────────────────┘                          └──────────────────┘

                    ┌──────────────────────────┐
                    │  Annual Performance      │
                    │  Report & Conference     │
                    │  (by May 15)             │
                    └──────────────────────────┘
```

COMMUNITY COLLEGE OF
DENVER
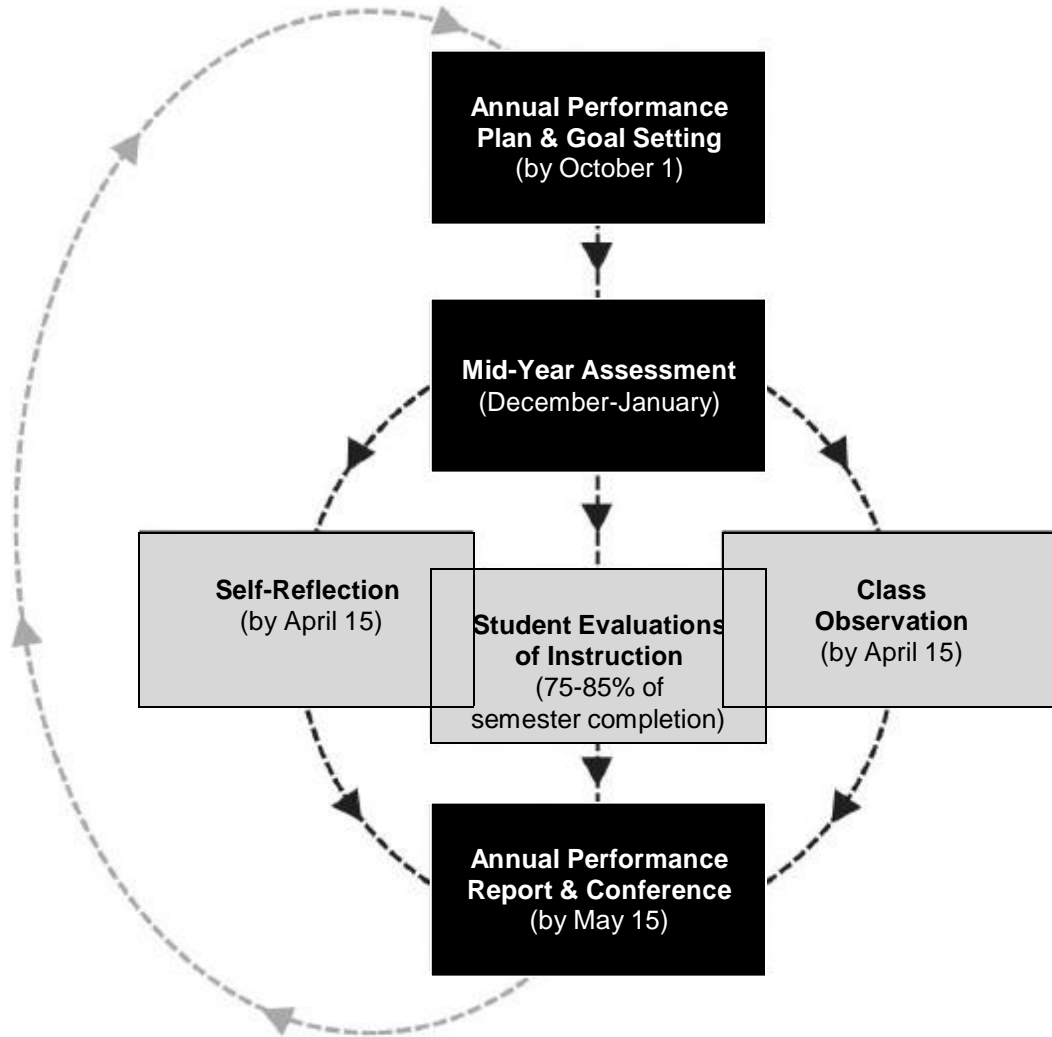
10.3   ANNUAL PERFORMANCE APPRAISAL PROCESS
Performance of full-time faculty members will be annually appraised following this process.

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 I 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 Faculty Performance Plan (see Appendix J).*

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 Appraisal Report *(See Appendix K)*, 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 two page (maximum) 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 L for Faculty Self Reflection Guidelines.)*

Recommended deadline for submission of faculty self-reflection reports is April 15th 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 provisional faculty, standardized student evaluations are conducted for all classes each semester (fall and spring). For non-provisional faculty, standardized student evaluations are conducted for at least two classes (one chosen by the chair and one may be chosen by the faculty member) each semester.

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 **provisional faculty**, supervisors will conduct **at least two class observations.**
- For **non-provisional 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.
- The Teaching Learning Center (TLC) will provide at least one training for doing observations each fall semester and spring semester. The TLC maintains a list of those trained to do observations.

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/they 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/their teaching performance, he/she/they 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 *Classroom Observation Report Form (See Appendix M).* 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 Appraisal Report (See Appendix K)*. 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. An overt pattern of instances of concern as noted in the student evaluations may have a bearing on the holistic evaluation process. [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 did you do 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

Section 10   Faculty Performance Appraisal

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 (self-reflection) 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.

DEFINITION OF PERFORMANCE RATINGS

Performance Ratings

In accordance with State Board policies, faculty performance will be appraised each year according to three 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. When a faculty supervisor recognizes they will be giving a faculty member a Needs Improvement on their final evaluation, the supervisor is obligated to first meet with Human Resources (HR) to review the evaluation and a proposed Performance Improvement Plan (PIP). After HR review, the supervisor must meet with the faculty member to review the PIP and other performance goals by May 1. In the fall, within the first two weeks of fall term, the PIP will be finalized through discussion with the supervisor and faculty member, signed and submitted to HR. The PIP will be in addition to the overall performance goals for the upcoming year.

10.5   PERFORMANCE IMPROVEMENT PLAN

A faculty performance appraisal of **Needs Improvement** subjects the employee to personnel action and requires a Performance Improvement 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 Improvement 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 improvement 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.

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
Constitution and By Laws of the Faculty Council of Community College of Denver

Article 1.0   Name

     The name of this body shall be the Faculty Council of the Community College of Denver.

Article 2.0   Purpose

     In accordance with SBCCOE Policy BP 2-30, the purpose of the Faculty Council shall be to represent the Faculty in providing shared governance with the College President and the State Board of Community Colleges and Occupation Education (SBCCOE) in making of all decisions regarding matters which affect them. The Faculty Council will determine faculty opinion on issues related to the welfare, interests, and roles of faculty, and assure that they are clearly articulated and advocated to the administration and the SBCCOE. Specifically, the purposes of the Council are to:

2.1   Represent the Faculty in the establishment of procedures for faculty appointment, promotion, and non-promotion review and to the appeal of decisions on faculty appointment, promotion, and non-provision.

2.2   Represent the Faculty in the formulation of institutional policies affecting the operation of the College and agreed to by the Faculty Council through regular meetings with the President of the College and Provost and Vice President for Academic Affairs.

2.3   Represent the Faculty in the formulation of educational policies, through representation at Learning Team, State Faculty Advisory Council (SFAC), FAAB, Auraria Faculty Advisory Council, President's Cabinet, SP/CDM, POG, SBC, IEC, SLC, DAIC.

2.4   Support the Faculty in the processing of grievances, *represent* Faculty in cases involving violations of professional or personal rights and/or academic freedom, and assure Faculty full due process rights.

2.5   Represent the Faculty in the promotion of its economic status by reviewing and improving upon the faculty evaluation and salary allocation process and the allocation of fringe benefits.

2.6   Represent the Faculty in promoting legislation that will advance the interests of the Faculty and the College.

2.7   Represent the Faculty in economic matters pertaining to budgetary review and allocation of revenues to the various College units and program.

2.8   Ensure faculty representation and leadership in President's Cabinet promoting institutional goals and objectives.

Appendix A   Constitution and By Laws of the Faculty Council of Community College of Denver

2.9   Represent the Faculty for the hiring Vice President of Instruction and President of the College.

Article 3.0   Membership

3.1   Membership shall be open to all teaching faculty currently contracted by the Community College of Denver. Members are full-time faculty that attend meeting on a regular basis. Members can be voting or non-voting.

3.2   Voting Representation

    3.2.1   Each *Center* shall be entitled to two full-time faculty voting member representatives and one alternate;

    3.2.2   An additional full-time faculty representative (at large member) will be nominated by the Faculty Council.

    3.2.3   Part-time faculty shall have a representative and an alternate, Selected by the Adjunct Council.

3.3   A quorum of the Faculty Council shall consist of two-thirds of its voting member representatives.

3.4   The term of service for all Faculty Council member representatives shall start at the beginning of the Fall Semester and end at spring graduation.

3.5   Faculty Council voting member representatives shall be determined by the constituencies they represent.

3.6   Duties, Rights, and Responsibilities of Faculty Council Voting Member Representatives

    3.6.1   Attend all Faculty Council meetings

        3.6.1.1 If a member has a schedule that prohibits them from attending during a given semester, the member must temporarily step down from the Council so that a voting member can represent the center

    3.6.2   If unable to attend a Faculty Council meeting, notify your Center Alternate;

    3.6.3   Serve on College or College governing board committees as appropriate and represent the interest of the Faculty Council to those committees;

    3.6.4   Report to Faculty Council agendas, issues, actions, special notices and report to each center.

    3.6.5   Gather input from their constituency on issues before each Faculty Council Meeting the council voting

Appendix A   Constitution and By Laws of the Faculty Council of Community College of Denver

          3.6.6   Bring appropriate faculty concerns to Faculty Council.

   3.7   Committee Representation outside the College

          3.7.1   Faculty Council *member representatives* shall be appointed to serve on the State Faculty Advisory Council (SFAC); the Colorado Faculty Advisory Council (CFAC); the State Faculty Curriculum Council (SFCC); Adjunct Council; and the Faculty Advisory Council to the Auraria Board (FACAB).

          3.7.2   Faculty Council *member representatives* will recommend appointments on any standing committees within the College as requested.

Article 4.0   Election of Officers

   4.1   Any Faculty Council members can nominate and can be nominated for any Faculty Council officer position.

   4.2   The Chair, Vice-Chair and the Secretary/Treasurer shall be elected by the Faculty Council at the second to the last meeting of the academic year. At the last meeting of the academic year, a transition from former to newly elected officers will be conducted.

   4.3   If the office of the Chair becomes vacant during the term of office, the remaining Vice-chair(s) shall assume the office of Chair and serve in that capacity until the next Faculty Council meeting.

   4.4   If the office of Vice-Chair or Secretary/Treasurer become vacant during the term of office, the Council shall elect representatives to fill the offices as soon as possible by a majority of votes cast.

Article 5.0   Duties of Faculty Council Officers

   5.1   Duties of the Chair:

          5.1.1   Preside at Faculty Council meetings;

          5.1.2   Call emergency meetings;

          5.1.3   Vote on matters before the Faculty Council, only in the event of a tie;

          5.1.4 Prepare agendas for Faculty Council meetings;

          5.1.5 Perform all other duties as defined in the Bylaws;

          5.1.6 Attend the Learning Team as a non-voting member;

          5.1.7   Prepare an accountability report on the Faculty Council's

Appendix A   Constitution and By Laws of the Faculty Council of Community College of Denver

accomplishments at the end of each academic year.

5.1.8 Submit budget request for the Faculty Council to the Provost and Vice President for Academic Affairs

5.2 Duties of the Vice-Chair

5.2.1 Preside at all meetings in the absence of the Chair;

5.2.2 Assist the Chair with duties as agreed;

5.2.3 Attend all meetings of the Faculty Council

5.2.4 Ensure the agenda and minutes of a previous meeting be distributed to all Council members.

5.25   Act as a liaison between the Faculty Council Chair and the various committee Chairs of the college

Article 6.0   Release Time

6.1   The Chair shall be given not less than a .4 release time to accomplish the duties and responsibilities specified in the Constitution and Bylaws.

Article 7.0   Amendments

7.1   Proposed amendments to the Constitution and Bylaws initiated in writing by any member representative of the Faculty Council according to the procedures provided for in the bylaws.

7.2   Amendments to the Constitution and Bylaws shall be adopted by a two-thirds majority vote of the Faculty Council member representatives at a regularly scheduled meeting at which the amendment is introduced.

Article 8.0   Adoption/Ratification

8.1   This Constitution and Bylaws shall be adopted immediately upon a favorable vote of a simple majority of the members of the CCD eligible faculty voting. The voting shall be a written ballot.

Article 9.0   Rules of Order

Robert's Rules of Order, latest edition, shall be the authority for parliamentary law in all cases to which it is applicable, unless it is inconsistent with the Constitution and By-laws of the Council.

Appendix B
No Show (Non-Attendance) Reporting Information

What is attendance?
Per the U.S Department of Education, "Determination/documentation of attendance must be made by the school. A student's self-certification of attendance is not acceptable unless is supported by school documentation." 34 CFR 668.22(I)(7)

- Attendance must be in "academically attendance" or an "attendance at an academically-related activity."

Examples include:
1. Physical class attendance where this is direct interaction between instructor and student
2. Submission of an academic assignment
3. Examination, interactive tutorial, or computer-assisted instruction
4. Study group assigned by school
5. Participation in on-line discussion about academic matters
6. Initiation of contact with instructor to ask question about academic subject

Logging in to an online course is not considered academic attendance unless the student also participates in an academically-related course activity like those described above. Students must complete a graded assignment to be considered to have academic participation.

What is the non-attending reporting period?
For full 10-week classes, the non-attending reporting period is the period in time between the first day of class and June 10th, 2016. For late-start and condensed courses, the non-attending reporting period is the period in time between the first day of class and the drop deadline (census) for that class.

What if the student stops attending after the non-attendance reporting period?
Students who attend one or more class meetings within the reporting period (but may not attend additional class periods) must not be reported as non-attending. However, a last date of attendance must be entered when inputting final grades. Final grades of "F" require input of the last date of attendance.

What if a student attends after being reported for non-attendance?
Students who do not attend prior to census date will not be allowed to re-enroll. In cases of institutional error, the Appeal for Enrollment Adjustment after Add/Drop Deadline will be used. It will no longer be considered institutional error if the student has been attending a course and has not registered. It is imperative that faculty check an updated version of their roster to be sure that everyone is officially registered. All errors must be corrected immediately. Please do not wait until the end of the term as this may have financial implications for the student.

Why do we need to report non-attending students?
- CCD's receipt of COF funding is based on students who are enrolled and attend classes.
- Late reporting of student status (i.e., non-attendance) can result in the requirement of returning funds to Federal and/or State financial aid programs.

What are the consequences for the <u>student</u> if not reported appropriately for non-attendance?

Appendix B   No Show (Non-Attendance) Reporting Information

The student may receive financial aid that s/he is not entitled to receive and s/he must find a way to repay CCD and/or the U.S Department of Education. This is very difficult for our students and can lead to a registration block on their account which prevents continuation of their education.

What are the consequences for <u>faculty</u> if they fail to report their students' non-attendance appropriately?
- Failing to maintain a current roster and properly reporting student status may cost one or more of your students a lot of money and/or the ability to continue their education.
- Continued disregard for this procedure will lead to negative performance evaluation comments and possibly dismissal.

Currently, an automated job is scheduled to run nightly, which means any student reported before census as non-attending will be dropped automatically. If a student is reported the day after the census date, the system will not drop the student from the course.

To Report a No-Show:
Step 1   **Login to your CCD Connect Account**
Step 2   **Click on the Faculty Tab**
Step 3   **Click on the Symbol** shown to the right of the course name and semester in the Faculty Grade Assignment section (shown below). Note that if you have saved changes to the roster or students have withdrawn from the class, your symbol may look different than the example below.

Step 4   **Type the number 0 in the "Attend Hours"** column for each student who has not participated in your class.

Step 5 **Click Submit.** Overnight, any student(s) you reported will be dropped from your class for no-show.

Appendix C   <mark>Student's Feedback on Course</mark>

COMMUNITY COLLEGE OF
DENVER

Student's Feedback of Course

This section is designed for you to think about what is expected of you as a student.

1. The instructor is enthusiastic about the subject.   ☐ Sometimes   ☐ Often   ☐ Always

2. I come to class prepared.   ☐ Sometimes   ☐ Often   ☐ Always

3. I turn in assignments on time.   ☐ Sometimes   ☐ Often   ☐ Always

4. On average, I spend _____ hours per week doing work outside of class for this course.

5. Did you use any of the following resources to support your learning in this course? Check as many as apply.

☐ Instructor Office Hours   ☐ Classmate   ☐ Tutor   ☐ Online Tutorials   ☐ Online Textbook Resources   ☐ Other

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. I believe I am learning useful skills that I will be able to apply in my life.	☐	☐	☐	☐	☐
7. I am learning to analyze topics using different approaches.	☐	☐	☐	☐	☐
8. The course included lectures, class discussions and activities that make the subject matter meaningful.	☐	☐	☐	☐	☐
9. I am encouraged to participate actively in class discussions.	☐	☐	☐	☐	☐
10. The classroom environment is encouraging and supportive of my learning.	☐	☐	☐	☐	☐
11. The assignments in the course enhance my learning.	☐	☐	☐	☐	☐
12. I use the feedback given by the instructor to improve my learning.	☐	☐	☐	☐	☐
13. I understand what I have to do to be successful in this course.	☐	☐	☐	☐	☐
14. I think that the course content is explained clearly.	☐	☐	☐	☐	☐
15. My instructor is approachable.	☐	☐	☐	☐	☐

16. What did you value about the course?

_____
_____
_____

17. What would you change about the course?

_____
_____
_____

Revised 08/04/14   Page 1 of 1   PRO-4

Appendix D   Faculty Workload and Service Committee Recommendations

Faculty Workload & Service Committee
Recommendations to Dr. Freeman
December 10, 2015

I. **Introduction & Background**
    The Faculty Overload and Service Committee (FLASC) was convened by Dr. Erin Frew in May of 2015. It was charged with ensuring that CCD's Faculty Handbook and institutional processes were aligned with SBCCOE (State Board for Community College and Occupational Education) Policies and Procedures. In particular, the committee was charged with exploring and clarifying CCD processes in regards to faculty service, workload/workweek and overloads and then presenting written recommendations to President Freeman by December 11, 2015.

    The members of the committee include the Interim Provost, the HR Director, the Chair of Faculty Council, each Center Dean and two faculty representatives from each center. The faculty representatives are:
    A & H: John Kjos & Michael Mackey
    CCTE: Jake Webb & Thomas Williams
    CMS: Fleur Ferro & Dzung Nguyen
    H&S: Michelle Kohler & Derek Patton
    PABSS: Jeff Froyd & Wendy Parslow-Helton

    Over the last six months we have met to discuss, debate and negotiate these delicate issues. In September of this of this year we also held a variety of faculty forums in both academic centers and under the sponsorship of Faculty Council. We then considered all that we had heard and worked to shape a series of recommendations that we believe respond as effectively as we can to Dr. Frew's charge. These recommendations are detailed below.

II. **Faculty Schedule and Availability**
    Like all state employees, faculty are obligated to work a minimum of 40 hours per week. BP 3-80 clarifies this expectation by stating that faculty may do this work "on or off campus." At CCD, this expectation is further clarified by The Faculty Handbook which states that faculty have agreed to work a minimum of 30 hours on campus and 10 hours at their discretion. During their on campus time, faculty teach classes, hold office hours, and contribute to the ongoing work and efficiency of the college through service projects. We recommend that we recognize this schedule as the regular assignment of the faculty. Importantly, this expectation is what has largely been in place for years.

    We do, however, need to clarify one issue. In particular, SP 3-31 emphasizes that faculty are "to devote 70 percent of his or her effort and attention to teaching activities and 30 percent to service activities." And, while these percentages are not to be necessarily equated to a specific number of hours per week, they do represent an important directive: institutional service is an essential component of the work of all full-time faculty. Given this expectation of the SBCCOE Board, we therefore recommend that the college establish an expectation that full-time faculty, given reasonable notice, should generally be available for meetings and other college obligations during the regular operating hours of the college. Importantly, this expectation does not dictate faculty schedules on a daily basis. Faculty will continue to work a minimum of 40 hours per week, with 30 on campus and 10 at their discretion as Board Policy and the Faculty Handbook currently detail. They will simply make every effort to be available for these college

obligations during those hours when they are not engaged in the execution of their regular assignment.

III. Overloads

For the sake of clarity, we recommend that overloads refer to supplemental CCD teaching assignments which are, by definition, in addition to their minimum 40 hour workweek. Therefore, if faculty teach an overload, the expectation is that they will increase their on campus scheduled hours to accommodate these additional overload hours. Importantly, overload assignments should not interfere with a faculty member's availability for students and service obligations.

Beyond these recommendations, we believe that current Board Policy, especially BP 3-80 and Faculty Handbook procedures are largely sufficient in this matter. They indicate that given ongoing presidential consent, faculty may work a maximum 6 overload credits and 21 credits total within a standard 15 credit load.

IV. Outside Employment

For the sake of clarity, we recommend that "Outside Employment" refer only to employment of fulltime faculty outside of CCD. We recommend that outside employment be done only outside of a faculty member's 40 hour work week so as not to interfere with a faculty member's availability to students and for teaching and service obligations.
If faculty choose to engage in outside employment, it will be important for them to detail their entire 40 hour schedule with their immediate supervisor to ensure that their outside employment is beyond this time frame.

V. Service—Definition and Scope

We believe that current Board Policy is sufficient in defining the scope, purpose and definitions of faculty service. We recommend that faculty read SP 3-31 carefully. In particular, SP 3-31 emphasizes that faculty are "to devote 70 percent of his or her effort and attention to teaching activities and 30 percent to service activities." And, while these percentages are not to be necessarily equated to a specific number of hours per week, they do represent an important directive: institutional service is an essential component of the work of all full-time faculty.

In addition, we also believe that SP 3-31 articulates a helpful vision of service when it suggests that "service includes fulfilling the mission and goals of the college outside of the classroom." In this light, we encourage faculty, chairs and deans to re-envision service as much more than committee work but, also as an opportunity for growth. As a start to this process, we recommend these questions as a catalyst:
  o How does this service project benefit students?
  o How does this service project align with the strategic plan and mission of the college and the system?
  o How will the effectiveness of this service project be assessed?

Finally, we hope these recommendations will help clarify expectations for faculty, chairs, deans as we all work together to ensure the success of the college and, ultimately, our students.

VI. FLASC II

Definition of Faculty Service

Appendix D   Faculty Workload and Service Committee Recommendations

Faculty service is activity that fulfills the mission and goals of the college outside of the classroom. Components of service should be based on the faculty member's job description, role, goals, and documented responsibilities. These may include but are not limited to service (department, center, college, campus, system), including curriculum coordination and development, advising and outreach, administrative assignments, and committee work; committee work (department, center, college, campus, system); 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 or professional presentations, serving as a liaison to local schools, or serving as an elected or appointed member of local boards. As faculty plan their service work for the upcoming year, they should strive for both depth and breadth in their vision; that is, they should lay out a plan that embodies not only a range of relatively small scale activities but also a significant commitment to a few central concerns that underscore their central goals for the year.

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. However, this expectation shall not diminish lively, critical debate which is both necessary and appropriate in an academic institution.

In addition, it is important to note that obligations that faculty receive reassignment time to complete cannot qualify as service. Likewise, professional development, while important for teaching effectiveness, is not considered service to the college.

Faculty Goal Setting Guide

For each goal, the faculty member would provide information to the following prompts. This model is based on research processes used in science fields and is similar to learning assessment practices.

Planning
For this academic year, what teaching and learning problem would you like to address? (ex. retention, conceptual mastery)
Alternatively, what CCD Strategic Initiative would you like to address? (ex. faculty mentoring, improved transfer rates)

Objectives of Goal

What is the purpose of your goal?
What do you want your students/faculty/committee to leave thinking/feeling/able to do?
What do you want students/faculty/committee to walk away with?
How does this align to department/center/college goals?
Collecting of Evidence
How will you know you are successful?
What might success look/sound like?
What evidence will you collect?
What data will you need? Will you need help collecting the data?
Anticipated Approaches

What might be some strategies you've considered?

What are some strategies you have used before that might be successful with this group?

What are your hunches about how student/faculty/committee will view this goal?

In what sequence will you use your strategies?

Personal Learning Focus

What is most important for you to pay attention to in yourself as you pursue this goal?

What do you want to be sure you do very well? How might you know you're do it? Do not include external validation such as "my students did better on …." - this is the story of you not your students/faculty/committee.

If you were to record you during this goal, what would you want to see/hear in yourself when you replay it?

Closing the Loop

What will you do next based on the completion of this cycle?

Your SMART Goal:

At the end of each semester, the faculty member would provide evidence on the impact of the activity/intervention/practice. At the end of the academic year, the evidence would be included in the final reflection document.

Results could be shared through Faculty Learning Communities, TLC/SLC events, center meetings, etc.

Holistic Rubric for Evaluation of Faculty Service

Application of Rubric

The final overall evaluation rating is not meant to be a weighted average of ratings in each category, but should reflect the faculty member's overall performance based on his or her individual responsibilities.

Exemplary Service

Exemplary faculty perform their department and discipline responsibilities at a high level and/or take active leadership on specific initiatives that meet significant college or department goals. Faculty cannot receive exemplary overall unless they also receive exemplary in teaching. They participate substantially and deeply in a variety of department, center, college, campus, or state-wide initiatives that enhance the educational mission of the college. They interact with their colleagues, staff, and community in a professional and courteous manner, as typically demonstrated by collaboration and constructive cooperation in department and college activities.

Commendable Service

Commendable faculty meet the duties of their assigned roles. Faculty cannot receive commendable overall unless they also receive either commendable or exemplary in teaching. They engage actively and effectively in a variety of service activities such as serving on departmental, center, college, campus, and/or state-wide initiatives and committees. They interact with their colleagues, staff, and community in a professional and courteous manner, as typically demonstrated by participation in department and college activities.

Needs Improvement Service

A faculty member needs improvement when they fail to provide breathe and depth of service to the college or department. A faculty member needs improvement when they violate the expectation of professional and collegial behavior. A faculty member will receive needs improvement overall if they receive needs improvement in service or teaching. Any disregard

for or violation of established CCCS policies or procedures or college guidelines may also result in this rating.

High Priority Service for Faculty will include:
• Curriculum development
• Assessment of student learning
• Retention and Completion efforts

Other high priorities for faculty service will align with our strategic plan, and will be re-evaluated every five years. These will be identified by the Provost, and will be on our website under the Office of the Provost, Faculty Council page.
• Faculty mentoring/advising/coaching under our CCD Guided Pathways Initiative

Appendix E
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 Enrollment Administration & Student Success 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 F   Teaching & Learning Values/Institutional Outcomes/Learning College Principles

Appendix F
Teaching & Learning Values/Institutional Outcomes

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 conve4y 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.

Appendix F   Teaching & Learning Values/Institutional Outcomes/Learning College Principles

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 us 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.

Appendix G
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 H
Academic Integrity Procedure

ACADEMIC INTEGRITY POLICY

Students at Community College of Denver 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 needed to function in society. 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 Community College of Denver community share the responsibility and authority to challenge and report acts of academic dishonesty. 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 others 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

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 cell phone, 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.

PLAGIARISM: 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.
- Mis-citing or incorrectly quoting 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.

Appendix H   Academic Integrity Procedure

- 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:

- 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 not been authorized or 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.
- The sale or purchase of examinations, papers, projects, or assignments.

COMPLICITY IN ACADEMIC DISHONESTY: Complicity involves knowingly contributing to another's acts of academic dishonesty.

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 policy.

MULTIPLE SUBMISSION: Unauthorized submission of academic work for which academic credit has already been earned and when such submission is made without authorization.

Academic Misconduct Procedure
Academic integrity is a foundational value of CCD. If there is an allegation of any academic misconduct, a report needs to be filed with the Office of Student Conduct as academic misconduct is considered a violation of the Student Code of Conduct.

When an incident of Academic Misconduct occurs, the faculty member has the autonomy to address the incident directly and immediately. This includes any grade implications. The faculty will then file an Academic Misconduct report with the Office of Student Conduct. The Office of Student Conduct will send out official communication, process the incident, investigate when necessary, and respond with appropriate institutional sanctions including but not limited to probation, suspension, or expulsion in addition to possible educational sanctions which will be added to a student's conduct file.

When an incident of Academic Misconduct occurs outside of class or is reported after the fact, the Office of Student Conduct will investigate the situation. Once a finding has been determined, the Office of Student Conduct will relay information to the responsible faculty member for any academic grade determinations.

A student has a right to appeal all proceedings. Similar to the investigatory process, student has a 2-prong appeal opportunities (grade and/or conduct sanctions).

Appendix H   Academic Integrity Procedure

In order to appeal the grade, the student must follow the Grade Appeal Process (which can be found on page #). All grade decisions by the supervising dean are final. If the student wants to appeal the institutional sanction(s) the student may appeal the conduct decision with the Vice President of Enrollment Administration and Student Success or designee through the conduct appeal process. All conduct sanction appeal decisions by the Vice President of Enrollment Administration and Student Success or designee are final.

Further information can be found here: https://www.ccd.edu/docs/academic-integrity-form-policy.

Appendix I
Student Code of Conduct

Community College of Denver Student Code of Conduct

Effective June 1, 2014

CCD values involvement, integrity, lifelong learning and excellence. In the spirit of these values, we have the expectation that students adhere to a Code of Conduct which is reflective of the values of the College.

MISSION STATEMENT: The Office of Student Conduct believes that student learning takes place outside the classroom as well as inside the classroom. Our goal is to use the conduct process as a tool for educating the student on personal conduct, ethical reasoning and community responsibility. We will treat each case individually and each student with respect. We will involve the entire community in a culture of conversation, where reporting is a natural byproduct of a sincere commitment to the safety, security and learning environment of the campus.

The Code of Conduct for the Community College of Denver coincides with The Colorado Community College System policy on Student Disciplinary Procedure. According to CCCS policy SP 4-30, students are expected to adhere to the Student Code of Conduct and policies and procedures of the college.

For more detailed information, please visit the Student Code of Conduct website.

Appendix J
Goal Setting Guidelines

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 instructor 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.

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 K   Annual Faculty Performance Plan

Appendix K
Annual Faculty Performance Plan

ANNUAL FACULTY PERFORMANCE PLAN 2014-2015

FACULTY NAME:

TEACHING EFFECTIVENESS (70%):

Fall 2014

- List all courses including overloads

Spring 2015

- List all courses including overloads

Teaching related goals:

- First off, please list the overall goals that you are working on related to the classroom this year.
  - ♦ List all teaching related activities in relationship to each goal These should be the means by which you are hoping to achieve your goals.
- List professional development including but not limited to conference attendance, TLC workshop plans.
- Secondly, If you are a Chair, please also think about goals for this role. Please list the overall goals that you are working on related to departmental and Center leadership.

SERVICE TO THE COLLEGE AND COMMUNITY (30%)

- List service to the college and community including but not limited to committee work, etc. Include college goal number associated with your teaching goals.

LIMIT THIS DOCUMENT TO LIST FORMAT.

LIMIT THIS DOCUMENT TO ONE-TWO PAGES.

Signatures, indicating agreement with this plan:

Faculty: _____ _____ _____
                          Print Name   Signature   Date

Supervisor: _____ _____ _____
                          Print Name   Signature   Date

The information in blue provides guidance of what the document should contain. It will not appear in the final document

Appendix L
Annual Faculty Performance Appraisal Report

Human Resources
Administrative Services Building, Suite 310
Campus Box 240 P.O. Box 173363
Denver, CO 80217
Phone: 303-352-3042 Fax: 303-556-6557
Website: www.CCD.edu/HR

COMMUNITY COLLEGE OF
ODENVER

Annual Faculty Performance Appraisal Report

Faculty Information

Name:_____ _____ _____
                    First   M.I.   Last

S#: S_____   Phone #:_____

Email: _____

Department/Program: _____   Academic Year: _____

Mid-Year Evaluation Meeting: _____   Supervisor Initials:_____ Faculty Initials:_____
                            (Date)

Final Annual Performance Rating: ☐ Exemplary ☐ Commendable ☐ Needs Improvement

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: _____   _____   _____
                    Print Name   Signature   Date

Faculty: _____   _____   _____
                    Print Name   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: _____   _____   _____
                    Print Name   Signature   Date

Provost: _____   _____   _____
                    Print Name   Signature   Date

Appendix M
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 Faculty Performance Plan [Appendix J] 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 and service to the College. 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 your self-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 Teaching & Learning Values/Institutional Outcomes/Learning College Principles and/or CCD's 2019 Strategic Plan.
    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 N
Classroom 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

COMMUNITY COLLEGE OF
DENVER

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:
☐ Lecture	
☐ Discussion	
☐ Demonstration	
☐ Collaborative Learning	
☐ Individual Instruction	
☐ Other (Describe):	

ORGANIZATION:	COMMENTS:
☐ States the purpose of this session.	
☐ Makes explicit the relationship between current and previous sessions.	
☐ Uses class time well to progress toward learning objectives.	
☐ Concludes the session with summary, review of learning objectives, assignments.	
☐ Other (Describe):	

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

Appendix N   Classroom Observation Report Form

Classroom Observation Report Form

MANAGEMENT OF CONTENT:	COMMENTS:
☐ Shows mastery of subject matter.	
☐ Conveys high, but realistic learning expectations.	
☐ Gives clear expectations, with examples to clarify difficult ideas.	
☐ Other (Describe):	

PRESENTATION/TEACHING STYLE:	COMMENTS:
☐ Speaks clearly, with appropriate volume and speed. -	
☐ Makes eye contact with students throughout the room.	
☐ Uses gestures and body movements effectively.	
☐ Varies teaching styles and methods. Primary teaching style used:	
☐ Demonstrates professional appearance and behavior.	
☐ 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 10/16/14   Page 2 of 2   PRO-5

Appendix O
Online Classroom 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

COMMUNITY COLLEGE OF
DENVER

Online Classroom Observation Report Form

Faculty Name: _____   **Observer:** _____

Course/Section: _____   **# of Students Enrolled:** _____

Date/Time: _____   ☐ Scheduled Observation ☐ Unscheduled Observation (Check One)

TYPE OF TEACHING OBSERVED (CHECK ALL THAT APPLY):	COMMENTS:
☐ Lecture	
☐ Discussion	
☐ Demonstration	
☐ Collaborative Learning	
☐ Individual Instruction	

ORGANIZATION:	COMMENTS:
☐ Clearly communicates class information.	
☐ States clearly course learning objectives for the module, lesson or week.	
☐ Scaffolds, when appropriate, new knowledge with learned material.	
☐ Uses each week to progress toward course learning objectives.	
☐ Effectively reviews each module with summary, learning objectives, and/or assignments.	
☐ Course and individual modules are organized, consistent, efficient, and easy to navigate.	

FACILITATION OF TEACHING/LEARNING:	COMMENTS:
☐ Uses appropriate pedagogy.	
☐ Corrects, clarifies, and coaches.	
☐ Assesses understanding through formative and summative assessments and adjusts teaching.	
☐ Assessments measure stated learning objectives and are consistent with course-level objectives.	
☐ Uses techniques that actively engage students.	
☐ Asks appropriate, meaningful, open-ended questions.	
☐ Creates discussion threads that are robust.	
☐ Responds appropriately to students in discussion threads.	
☐ Responds to questions.	
☐ Uses tools, teaching materials, and technology appropriately.	

Revised 11/19/13   Page 1 of 2   PRO-4

Online Classroom Observation Report Form

MANAGEMENT OF CONTENT:	COMMENTS:
☐ Shows mastery of subject matter.	
☐ Conveys high, but realistic learning expectations.	
☐ Gives clear expectations, with examples to clarify difficult ideas.	

PRESENTATION/TEACHING STYLE:	COMMENTS:
☐ Creates an online presence.	
☐ Uses appropriate and professional tone.	
☐ Creates a community – a classroom feel.	
☐ Varies teaching styles and methods. Primary teaching style used:	

ONLINE: (LOOKING AT THE COURSE AS A WHOLE)	COMMENTS:
☐ Provides clear expectations for students.	
☐ Posts contact information on the homepage.	
☐ Clearly posts the syllabus and schedule.	
☐ Defines course objectives clearly in the syllabus	
☐ Provides opportunity for introductions.	
☐ Gives feedback in a timely manner.	
☐ Updates announcements frequently.	
☐ Easy, logical, consistent, and efficient course navigation.	
☐ Participates in the class in a timely manner.	
☐ Updates grades.	

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 11/19/13   Page 2 of 2   PRO-4

Appendix P
Faculty Status/Level Change Request Form

Human Resources
Administrative Services Building, Suite 310
Campus Box 240 P.O. Box 173363
Denver, CO 80217
Phone: 303-352-3042 Fax: 303-556-6557
Website: www.CCD.edu/HR

COMMUNITY COLLEGE OF
DENVER

Faculty Status/Level Change Request Form

Name: _____ _____ _____
            First   Middle Initial   Last

S#: S _____   Phone #: _____

Department: _____

It is the responsibility of the faculty member to get their employment information verified by Human Resources, obtain all signatures, and submit this completed form to the Director of Human Resources no later than May 18th to be considered for a level increase in the next academic year.

Level/Status Change Requested:

☐   Limited Temporary to Provisional Assistant Professor   ☐ Assistant Professor - Provisional to Non-Provisional
☐   Assistant Professor to Associate Professor   ☐ Associate Professor to Professor

Faculty: _____ _____ _____
            Print Name   Signature   Date

To be eligible to advance from one level to another, the following information must be verified by signature from the
Human Resources office and the appropriate Dean:

Internal Use Only

To be completed by Human Resources:

Limited Faculty Hire Date: _____   Non-Provisional Status Date:_____
Regular Faculty Hire Date: _____   Last Level Change Date:_____
Current Level: ☐Limited ☐Regular Provisional ☐Assistant Professor ☐Associate Professor

HR Director: _____ _____ _____
                Print Name   Signature   Date

Internal Use Only

To be completed by Dean:
For Movement from Provisional to Non-Provisional Status - *Faculty Handbook 3.0*
☐ Met credentialing requirements and recorded as part of the annual appraisal process.
☐ Obtained appropriate degree to meet minimum hiring qualifications.
☐ Completed three (3) consecutive years at the level of Meets Expectations, Commendable or higher.
☐ Required letters of recommendation from Chair and Dean for movement to non-provisional status attached.

For Level Advancement – Demonstrated Teaching and/or Job Performance - *Faculty Handbook 4.0 & 10.0*
☐ Completed six (6) years rated at the level of Commendable or higher as defined by the Performance Appraisal Process*
   OR
☐ Completed four (4) years which included a minimum of two (2) years were rated at the level of Commendable and two (2) years were rated at the level of Exemplary, as defined by the Performance Appraisal Process*

*During transition to new Faculty Appraisal process in 2014 & 2015 see attachment A.

Dean: _____ _____ _____
         Print Name   Signature   Date

VP/Provost Approval: _____ _____ _____
                        Print Name   Signature   Date

President Approval: _____ _____ _____
                        Print Name   Signature   Date

Revised 10/05/17   Page 1 of 2   HR-34

Appendix P   Faculty Status/Level Change Request Form

Faculty Status/Level Change Request Form

ATTACHMENT A

During transition to the new Faculty Appraisal process in 2014 through 2016 the following criteria for level advancement in four (4) years will be applied.

Name: _____ _____ _____
            First   Middle Initial   Last

S#: S _____   Phone #: _____

Department: _____

Internal Use Only

To be completed by Dean:

□ Three (3) years rated at the level of Exceeds Expectations and one (1) year rated at the level Commendable or higher; OR

□ Two (2) years rated at the level of Exceeds Expectations and two (2) years rated at the level of Commendable or higher; OR

□ One (1) year rated at the level of Exceeds Expectations and three (3) years rated at the level of Commendable or higher.

If the transition criteria applies to the level advancement of any faculty member, this attachment must be completed and signed by the Dean and included with the Faculty/Status Level Change Form.

Dean: _____ _____ _____
            Print Name   Signature   Date

Appendix Q
Faculty Chair Roles & Responsibilities

Position Title: Department Chair

Reports to: Instructional Dean

Coordinates: Faculty and Instructors

Supervises: Faculty, Instructors and others as assigned within the department

Position Overview:

Faculty members serving as department chairs have duties beyond teaching that may include leadership, supervising management, coordination, budget control, curriculum development, conflict resolution and problem solving and other tasks assigned by the center dean. As a learning college, the Community College of Denver recognizes that these chair positions are organic and must adapt to the needs of the program/department being served. Therefore, specific duties and responsibilities associated with these roles, for which the chair is given release time from teaching, must be established by the program/department chair and approved by the Dean and Provost and noted on the Annual Performance Plan.

Department Chair Responsibilities:

- Department Chairs shall retain their rights as faculty members (BP 30-10, BP 30-20)
- Department Chairs shall access all information needed to manage and administer department budgets and otherwise meet the needs of the Department
- Department Chairs shall call, organize and conduct meetings of the department and coordinate budget planning and assessment process
- Department Chairs shall seek meaningful input and set an expectation, with Deans support, of full participation from everyone in the department in achieving department goals and objectives
- Department Chairs shall provide department leadership and management to meet the needs of the department during off-contract periods. These days shall be compensated and determined by the college and should be congruent with the release time as approved during that semester.

Department Chair Responsibilities:

The following are considered essential duties, but may be delegated by the Chair, in consultation with the Dean. The chair maintains ultimate accountability for the department/program and end results of all delegated duties.

Student Learning and Support:

Department Chairs provide leadership in supporting student learning and success. Department Chairs shall:
- Collaborate with faculty, advisors and other college personnel to ensure that current and accurate information is provided to students
- Respond to student concerns and inquiries

- Collaborate with recruitment and outreach personnel for purposes of program marketing
- Develop and implement strategies to improve student success and retention
- Work with advising team for discipline-specific program advising
- Coordinate, with faculty and instructors, the process of student learning and assessment of student learning at the course and program level
- Communicate with faculty and instructors in order to implement changes to program and courses based on student learning assessment results

Faculty & Instructor Supervision:

Department Chairs are considered the supervisor of record for faculty and instructors. Department Chairs shall:

- Supervise, mentor and observe faculty
- Approve and monitor faculty annual performance plans and instructional/non-instructional assignments, and perform faculty performance appraisals/evaluations, in accordance with SP 3-31
- Screen applications, interview, recommend hire, schedule, mentor, supervise, and observe instructors
- Assist in the onboarding of new faculty and instructors in accordance with INST-17
- Encourage participation in the student evaluations of faculty and instructors
- Review and discuss student evaluations of faculty and instructors
- Ensures faculty and instructors professional qualifications are met and maintained
- Assist in the mediation of issues that arise with faculty and/or students
- Communicate with faculty and instructors about the importance of submitting grades, no shows and other required reports by the published deadlines.
- Continue developing professional expertise in the field through networking and partnerships

Program Coordination:

Department Chairs provide leadership to maintain an academically effective department that pursues instructional excellence. Department Chairs shall:

- Serve as internal and external liaison for the department
- Coordinate textbook selection and ordering
- Coordinate with faculty, deans, campus directors and office managers to develop class schedules and rooming
- Coordinate department operating budget(s) and purchases
- Review and approve monthly variance reports, if applicable
- Review direct student costs associated with course fees and submit requests for approval of new/revised fees, if applicable
- Facilitate updates and development of program and course requirements and materials
- Coordinate in the planning, staffing and evaluation of concurrent enrollment, and other off-campus venue classes and programs, if applicable
- Oversee the quality and accuracy of the syllabi for classes taught in their department consistent with CCNS guidelines, appropriate course content guide, catalog description and model syllabus requirements
- Facilitate articulation and transfer agreements

- Review catalog and submit necessary changes in accordance with the published deadlines
- Presents necessary programmatic/course level changes to Academic Standards in accordance with published deadlines and represents these changes at the State Faculty Curriculum Committee as needed
- Research, purchase, maintain, and track programmatic technology and resources
- Manage all grant related tasks including: application, management of revenue and expenditures, renewal and reporting data where applicable
- Manage auxiliary accounts, including revenue collection and expenditures, related to products and services provided to the community where applicable

Career and Technical Education:

In addition to the above Department Chair responsibilities (as identified as Program Coordination in the Workload document), Career and Technical (CTE) Chairs have additional responsibilities listed below.

- **Advisory Board – listed as *Professional Advisory Board***
  - Develop and maintain a Professional Advisory Board
  - Meet at least twice per year (per CTE Handbook) – 2 hours per meeting
  - Planning and follow-up – 2 hours per meeting

- **VE-135 – listed as *VE-135 Data***
  - Contacting students and reporting results to IR – .067 points per student
  - Minimum reporting requirement is 50% response
  - Federal Requirement

- **Accreditation Compliance – List in *Other* category**
  - Maintain Compliance with all programmatic accreditation standards where applicable in concert with credentialing office at the college
  - Compliance to Accrediting agencies should be **listed under reports.** Generally, the requirement per year barring a self-study and or site visit year is 10 hours per semester of work – 2 points

- **Site Visits – List in *Other* category (hours of work – to be determined collaboratively among department chair and dean utilizing the 5 hours worked = 1 pt. equation)**
  - Plan, coordinate and participate in site visits where applicable
  - Submit answer to site visit – **listed as *Program Report***

- **Self-Study - List in *Other* category (hours of work – to be determined collaboratively among department chair and dean utilizing the 5 hours worked = 1 pt. equation)**
  - Develop and submit self-assessment study prior to site visit where applicable

- **State and Federal Reporting – listed as *Program Report***

- **Programmatic Orientations**
  - 2.5 hours per orientation with 2.5 hours of prep = **1 pt. per orientation**

- **Programmatic Handbooks – listed as *Program Report***

- o New handbooks – 2 pt. per handbook
- o Maintain program-specific policies and student responsibilities that are in addition to the CCCS Board Policy and appropriate programmatic accrediting body where applicable

- **Employer Surveys – List in *Other* category**
  - o List in other category – base 1 employer = 1 point and .5 pts. for every additional employer
  - o Develop survey
  - o Send out survey
  - o Collect and collate responses
  - o Respond to employer needs through action plan

- **Comply with CTE program renewal procedures with CCCS – listed as *Program Report***

- **Perkins Grant**
  - o Application - .5 pts. per application - **listed in *Program Report***
  - o Follow-up and assessment of approved for and paid for plans – 1 pt. per application submission as **listed in *Other* category**

rev.11.29.17

Appendix Q   Faculty Chair Roles & Responsibilities

Department Workload

Department/Program			ACADEMIC YEAR:	AY 17-18
CATEGORY	DESCRIPTION OF POINTS	CALCULATION		POINTS
	33.2			33.2
Program Coordination (all departments)	0.1 point per FTE (Cognos)	FTE		0.0
	syllabi review (each additional 15 syllabi = 1 pt.)	# of syllabi (above initial 15)		0.0
Program Reports (example of reports noted in this category can be found on the last page of R&R doc.)	1 points per report (above 1)	# of reports		0.0
	compressed course approval (10 approvals = 1 pt.)	# of approvals		0.0
Program Assessment	5 points per program (above 1)	# of programs		0.0
Full Time Faculty	3 points per faculty (above 1)	# of faculty		0.0
Adjunct Instructors	1 point per adjunct (above 1) use # of adjuncts from the Fall semester in the prior year.	# of adjuncts		0.0
Adjunct Instructor Observation	0.5 points per adjunct (above 1)	# of adjuncts		0.0
Workstudy / Hourly Staff	2.0 points per staff member	# of staff		0.0
Concurrent Enrollment	1 point per high school	# of HS		0.0
	1 point per instructor	# of instr		0.0
	0.5 points per observation	# of obs		0.0
CTE Responsibilities	external marketing (1 pt. per 5 hrs. worked)	# of hrs		0.0
	Prof. Advisory Brd. (.8 pts. per mtg.)	# of mtgs		0.0
	Orientations (1 pt. each)	# of orts		0.0
VE-135 Data	0.067 pts. per student	# of students		0.0
Other (items in this category include accreditation - site visit and self study, lab oversight, employer surveys and anything above and beyond what is outlined in Roles & Resposibilities document and this worksheet, to be determined by department chair and dean)	1 point per 5 hours of work			0.0
TOTAL POINTS	Add up all points in far right column			33.2
TOTAL CREDIT HOURS/YR.		5.53	Reassignment Fraction	0.18

Note: Total points ÷ 6 = total credit hours
This is the department workload, not the chair's workload.

1 credit workload = 6 pts.
1 point = 5 hours of work
30 hours of work = 1 credit

v.01202018

Appendix Q   Faculty Chair Roles & Responsibilities

Department Workload

Annual Chair Day Allotment		
Chair Days	**Reassignment**	**Credits**
40	0.8	22 to 24
30	0.6	16 to 21
20	0.4	10 to 15
10	0.2	<10

*Based on the reassignment per semester OR credits per seemster calculated in this form for the department, use this table to determine Chair Day Allotment for the year.

Anyone in the department may be assigned any portion of this workload either as their service or as release time to accomplish the tasks assigned.

Department Workload Distribution				
Faculty Name	**Task**	**Term**	**Hrs.**	**Credits**
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0
				0

v.01202018

Appendix R
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 instructor (representing Adjunct Council) 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 instructor representative is elected by the members of the Adjunct Council.

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 instructors).
- 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 instructors 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 instructors 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 instructor 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 instructors to ensure that adjunct instructors 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 instructor. 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 provisional and non-provisional 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 syllabus template 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 syllabus template content contains the items found in the syllabus template. The individual instructor's syllabus contains the syllabus template information and additional

information needed by the students for a specific class. Faculty will have a determinative voice weight in the syllabus template creation and revision process. Faculty will have a determinative voice weight in creating their individual syllabi, while maintaining compliance with the syllabus template 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.