

CCC College Procedures Handbook	PERSONNEL	B2100.0
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Information for Faculty

ACADEMIC FREEDOM

(Board Policy 2018)

Refer to Board Policy 2018

~~The CCCCD affirms its belief in the academic freedom of faculty, management and students to teach, study, conduct research, write and challenge viewpoints without undue restriction.~~

~~Members of the college faculty are citizens, members of a learned profession and representatives of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations.~~

~~As persons of learning with institutional affiliations, they should remember that the public may judge their profession and institution by their statements. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others and make every effort to indicate that they are not expressing their institution's views.~~

ACADEMIC SENATE

The Academic Senate of Contra Costa College is the faculty's formal voice in campus governance, and represents the faculty in regard to curriculum and other professional concerns. All members of the faculty, full- and part-time, except managers and supervisors, are members of the Academic Senate, and are welcome to serve on the Senate Council, its standing and ad hoc committees, and attend any and all meetings.

has an office by phone, or email

The Senate Office is AA-226, and the president of the Academic Senate or the Senate's secretary can be reached at extension 43875. Current information on Senate meeting times, agenda items, or minutes of these various groups are available from the Senate Office, and the Senate website.

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The Senate meets as a whole at the beginning of each semester, but usually functions through its Council and committees between general meetings. The Senate Council is composed of two elected representatives from each division, and the Senate officers, who include the president, vice president, staff development chairperson, chairperson of student services, secretary, and one representative to the District's Faculty Senates Coordinating Council.

and CJC chair

sub

- The faculty has representatives on various committees as follows:
- The College Instruction Committee has two faculty representatives from each division. The Academic Senate vice president or designee chairs the committee.
- The Staff Development Committee is made up of the Senate, staff development chairperson, and two representatives from each division.
- The Student Services Committee is made up of the Senate, student services chairperson and two representatives from each division.

The Distance Education committee has faculty representatives from every division. The Distance Education Chair and Coordinator chairs this committee.

The Equivalency committee is comprised of the Academic Senate President, Academic Senate Vice President, Past Academic Senate President, and an at-large member. The ASC President chairs this committee.

- ~~The faculty representatives to the Local Planning Group (LPG) for FLEX activities include one person from the Senate Council, two of the division representatives to the Instruction Committee, and five members of the Staff Development Committee including the Senate, staff development chairperson.~~
- Two faculty members are chosen by the Academic Senate president, with the approval of the Senate Council, to represent the faculty on the District Sabbatical Leave Committee. Two other faculty members are chosen for the Committee on Faculty Selection for the Study Abroad Program.

For more information on campus governance, please see "College Organization" at the beginning of this handbook.

UNITED FACULTY represent faculty for the following aspects of the college workplace

FACULTY EVALUATION

All faculty are evaluated pursuant to Article 17 of the United Faculty Contract. An excerpt of this document entitled, Evaluation Procedures for Part-time Faculty and Faculty Emeritus Employees, July 15, 1994, also is available. Copies of these documents may be obtained from your division or the Vice President's Office.

All faculty are encouraged to use student evaluation forms as one measure of teaching effectiveness. Students may be provided an evaluation form at the end of the semester to record their perceptions of the class. The instructor is responsible for disseminating the evaluation forms and collecting them, and is encouraged to then review the evaluation forms with teaching colleagues and the division chairperson. The forms should be returned to the instruction office at the end of the last class period.

FLEX TIME

The flexible calendar is part of the contractual agreement between the District and the United Faculty (see Article 10). It is designed to provide faculty with paid time to participate in professional development activities. The specific dates for Mandatory and Optional Flex activities are settled upon each year by the District in consultation with the United Faculty. ~~These dates occur just before the start of instruction in August and January. Variable Flex activities may take place throughout the academic year.~~

~~The Distance Education committee and GROW @4CD Professional Development tool~~
are resources for FLEX activities.

Faculty have a contractual obligation to complete their Flex hours (i.e. Flex hours are "paid" hours). The number of hours required is based upon faculty load and contract type (adjunct, full-time regular faculty, or first or second year contract faculty). As per the contract, faculty members may earn a maximum of 8 flex credit hours per calendar day. Flex credit cannot be banked or "made up" from one academic year to the next.

Full-Time Faculty: Regular full-time faculty are required to complete a total of 30 hours of FLEX time. Full-time faculty who teach "AC" will have additional flex responsibility if semester length class days and holidays do not add up to 18 weeks.

First-Year Contract Full-time Faculty: The agreed number of FLEX hours for regular full-time faculty (30 hours) plus an additional 20 hours of orientation (for a total of 50 hours), as listed on the New Faculty checklist. The Professional Development Office will inform the faculty of their commitments.

On a scale 1 to 5, please evaluate your counselor:

5=Always/Excellent 4=Often/Above Average 3=Sometimes/Average 2=Rarely/Below Average 1=Never/Poor NA="Not Applicable" (I can't answer.)

Please add comments in the spaces provided.

My Counselor	5	4	3	2	1	NA	COMMENTS
1. provided me with the information I needed.	0	0	0	0	0	0	
2. helped me clarify my goals.	0	0	0	0	0	0	
3. helped me identify the steps to reach my goals.	0	0	0	0	0	0	
4. listened to me and answered questions clearly.	0	0	0	0	0	0	
5. helped me develop and focus on my priorities.	0	0	0	0	0	0	
6. discussed different educational and/or career options that are available to me.	0	0	0	0	0	0	
7. referred me to other resources and services on or off campus.	0	0	0	0	0	0	
8. showed an interest in me personally.	0	0	0	0	0	0	
9. helped me with my individual needs.	0	0	0	0	0	0	
10. treated me with respect.	0	0	0	0	0	0	

Student Evaluation Form for Counselors

This student evaluation is part of our regular effort to maintain quality services and instruction. We take your answers seriously, and we hope you will also take them seriously. If you have questions about this form or the evaluation procedure, please ask.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

Counselor: _____

YEAR			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

MARKING INSTRUCTIONS
<ul style="list-style-type: none"> • Use a No. 2 pencil only. • Do not use ink, ballpoint, or felt tip pens. • Make solid marks that fill the response completely. • Erase cleanly any marks you wish to change. • Make no stray marks on this form.
<p>Correct Mark: ● Incorrect Marks: ☒ ☓ ○</p>
<p>Semester: <input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer</p>

STUDENT EVALUATION FORM FOR TEACHING FACULTY

On a scale 1 to 5, please evaluate your professor:

5=Always 4=Often 3=Sometimes 2=Rarely 1=Never NA="Not Applicable" (I can't answer)

Please add comments in the spaces provided.

My professor:	5	4	3	2	1	NA	COMMENTS
1. begins and ends our class on time.	0	0	0	0	0	0	
2. Is well-prepared for class.	0	0	0	0	0	0	
3. Is organized and teaches clearly.	0	0	0	0	0	0	
4. checks during class to see if students understand the material.	0	0	0	0	0	0	
5. encourages students to ask questions and participate.	0	0	0	0	0	0	
6. answers questions clearly.	0	0	0	0	0	0	
7. knows the subject matter of this course.	0	0	0	0	0	0	
8. shows interest in the material that we are studying.	0	0	0	0	0	0	
9. encourages me to think and explore new ideas.	0	0	0	0	0	0	
10. tells the class at each meeting what we are going to do and what we are expected to learn.	0	0	0	0	0	0	
11. treats all students respectfully.	0	0	0	0	0	0	
12. returns my papers, tests, and other work within two weeks of collecting them.	0	0	0	0	0	0	
13. responds to my work so I know how I'm doing and what to work on.	0	0	0	0	0	0	
14. responds to me when I need help outside of class.	0	0	0	0	0	0	
15. follows the grading guidelines in our course syllabus and explains my grade if I ask.	0	0	0	0	0	0	
16. helps me meet the goals and learning objectives of the course.	0	0	0	0	0	0	

STUDENT EVALUATION FORM FOR TEACHING FACULTY

This student evaluation is part of our regular effort to maintain quality instruction. Our faculty use your responses to these questions to become better teachers. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

Professor: _____

Class: _____

Section: _____

YEAR			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

Correct Mark: ● Incorrect Marks: ✕ ○ ◊ ◌

Semester: Fall Spring Summer

Describe what you like best about the way the professor teaches this course.

Give suggestions for improvement.

On a scale 1 to 5, please evaluate your specialist:

5=Always/Excellent 4=Often/Above Average 3=Sometimes/Average 2=Rarely/Below Average 1=Never/Poor NA="Not Applicable" (I can't answer.)

Please add comments in the spaces provided.

The Specialist:	5	4	3	2	1	NA	COMMENTS
1. provided me with the information I needed.	0	0	0	0	0	0	
2. explained the results of my testing.	0	0	0	0	0	0	
3. understood my academic and personal needs.	0	0	0	0	0	0	
4. helped me develop an individual education plan and encouraged me to seek other sources of support on campus.	0	0	0	0	0	0	
5. suggested strategies I could use to improve my learning.	0	0	0	0	0	0	
6. encouraged me to be active in my classes and at the College.	0	0	0	0	0	0	
7. made me feel comfortable and was sensitive to my disability.	0	0	0	0	0	0	
8. showed an interest in me personally.	0	0	0	0	0	0	
9. helped me to understand my strengths.	0	0	0	0	0	0	
10. treated me with respect.	0	0	0	0	0	0	
11. encouraged me to ask questions.	0	0	0	0	0	0	
12. answered my questions clearly.	0	0	0	0	0	0	

Student Evaluation Form for Learning Disabilities Specialists

This student evaluation is part of our regular effort to maintain quality services and instruction. We take your answers seriously, and we hope you will also take them seriously. If you have questions about this form or the evaluation procedure, please ask.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

Specialist: _____

Please mark the reason you came to see the learning disabilities specialist.

- Individual Education Plan (IEP) appointment (schedule planning)
- Problem with a class/instructor
- Problem with a support service
- Personal matter
- Other

How many times have you seen the specialist?

- One
- Two
- Three
- Four
- Five or more

YEAR				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

Correct Mark: ● Incorrect Marks: ✗ ○ ⊖

Semester: Fall Spring Summer

Contra Costa College Professional Development

CALL TO FLEX Fall 2013

FLEX DATES: **August 13 and August 14, 2013 – Optional Flex Days**
August 15, is All College Day (Mandatory attendance)

The skills and knowledge gained through professional development activities can improve individual & college effectiveness, thereby improving student learning experiences and educational goal fulfillment. As directed by the State Chancellor's Office, all flex activities should meet at least one of nine criteria listed on the attached Flex Proposal Form. Ideally, these activities will also fit within the Professional Development Committee's SLO's and strategic priorities.

Our local PDC has identified priority strands of professional development activities based on the most recent District-wide Professional Development survey results for CCC. While these strands are not mandatory, we strongly encourage activities that focus on at least one of our SLO areas (listed on the form), taking into account the most requested training as shown in the survey (see list below).

Technology	Teaching & Learning	Leadership & Job Skills	Health, Wellness & Safety
Datatel SharePoint InSite Portal MS Office: • Access (basic) • Outlook (adv) • Powerpoint (basic) • Publisher (basic) • Excel (basic) D2L (Desire2Learn)	Communication Skill Building Pedagogy for Online Learning Instructional Curriculum Design Crisis Intervention Effective Grading & Assessment Equity Issues Teaching Underprepared Students	Effective Management Skills Time Management Effective Leadership Skills Conflict Resolution Policies & Procedures	CPR/First Aid STRS/PERS Retirement Exercise Emergency Preparedness Stress Management

Fall 2013 Flex Obligation: Instructors teaching AC or C contract hour's on **Thursday** will have a variable Flex obligation equal to the hours they teach on that day.

DUE DATE: To submit an activity for the Fall 2013 Flex calendar, please return completed form to the Professional Development Office in the Library, **NO LATER April 22, 2013.**

REMEMBER: If you are a presenter, you get **DOUBLE FLEX CREDIT!**
 (**if you turn in 80% of participant evaluations)

NOTE on PHYSICAL ACTIVITIES: According to district guidelines, the following activities are considered **UNSAFE** and **CANNOT** be included as part of a group Staff Development activity: Running, jumping, climbing, hiking, biking, throwing, or any other inherently unsafe activity.

If your workshop or event requires some physical activity other than the ones described above, **please indicate the approximate distance in your description** (e.g. 3 miles on flat, paved surface).

Janie Franklin, Professional Development Secretary x4309
Ellen Geringer, Professional Development Coordinator x4457

Deadline for Flex proposal is April 22, 2013. Proposals submitted after the deadline may not get published in the Fall Flex Book.

Presenter Name(s):	Extension:	Email Address:
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Flex Activity Title:

Flex Activity Purpose/Goals

- 1.
- 2.
- 3.
- 4.

Description of Flex Activity:

Please choose a date by checking the box.

<input type="checkbox"/> Tuesday, August 13 Indicate time:	<input type="checkbox"/> Wednesday, August 14 Indicate time:	<input type="checkbox"/> Thursday August 15 Must be after All College Day & Division meetings!
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Room Preference: Please note if you need a Smart Classroom

Other media services must be arranged by the workshop presenter
Contact Media Services ext. 4213 or fmowry@contracosta.edu

Please circle the criteria (one or more) that your Flex activity meets:

The State Education Code requires that all Flex Activities meet at least once of the following criteria:

1. Improvement in teaching.
2. Maintenance of current academic/technical knowledge.
3. In-service training for vocational education and employment preparation.
4. Retraining to meet changing institutional needs.
5. Intersegmental exchange programs.
6. Development of innovations in instructional and administrative techniques and program effectiveness.
7. Computer and technological proficiency programs.
8. Courses and training implementing affirmative action and upward mobility programs.
9. Other programs related to education and professional development (e.g., programs to enhance wellness and self-esteem as it relates to one's job assignment or work environment.)

Please check the "strand" of your Flex activity:

<input type="radio"/> Technology (including Distance Ed)	<input type="radio"/> Teaching & Learning
<input type="radio"/> Leadership & Job Skills	<input type="radio"/> Health, Wellness & Safety

Strategic Priorities (check at least one):

- Managers, faculty and classified staff will be able to use technology effectively in the classroom and throughout the institution
- Faculty will be able to use instructional models that are research-based and grounded in sound theoretical frameworks and good practice
- Managers, faculty & classified staff will be able to create & sustain learning & working environments that are characterized by these qualities: inclusive, engaging, challenging, relevant, welcoming, purposeful, & responsive to diverse culture
- Managers, faculty and classified staff will be knowledgeable about the district and their own college including organizational structure, decision-making roles, and policies and procedures