

7. BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

Academic Freedom

The Board of Trustees of Glendale Community College affirms that institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to all disciplines. Freedom in research is fundamental to the advancement of truth. Academic freedom in all disciplines is fundamental for the protection of the rights of the faculty and the student. It carries with it duties correlative with rights, regardless of employment status.

The academic community "is a questioner, a worrier, a critic, and idealist, seeking a better way toward human aspiration and fulfillment." ¹¹ Academic freedom is essential for the maintenance of excellence in education, and moreover, exists so that society may have the benefits of objective and independent criticism, and honest answers to scientific, social and artistic questions that might otherwise be withheld for fear of offending an influential social group or transient social attitude. Accordingly, there shall be no adverse consequences to employment status (hiring, promotion, and retention) as a result of expressions protected by academic freedom.

Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Faculty are entitled to freedom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. College faculty are members of a learned profession, and officers of an educational institution. When they communicate as individuals, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Faculty are entitled to due process, where applicable under the provision of the Guild contract, and where applicable under the Grievance Procedure as conducted under the provisions of Board Policy 4050. ²

¹¹Glen Dumke, past-Chancellor of the California State University as quoted in "Sample District Policy on Academic Freedom West Valley-Mission Community College District" as reported in Academic Freedom and Tenure: A Faculty Perspective, Appendix 3, the Educational Policy Committee, 1997-98 of the Academic Senate for the California Community College," p. 2

²Collective Bargaining Agreement Glendale Community College District and Glendale College Guild - Local 2276 pp. 11-15

Academic Responsibility

Membership in the academic community imposes on students, faculty members, and administrators an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, in instruction and counseling, and expression on and off campus. In addition, faculty are responsible for but not limited to policies and procedures defined in board policy, administrative regulations, and the employment contract between the district and the Guild.³

Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the faculty-student relationship.⁴

³ Western Illinois University, Academic Freedom and Responsibility, p. 2

⁴ Ibid

Campus Visitors and Minors on Campus

A. Campus Visitors

1. Any person who is not a current student or employee of Glendale Community College shall be considered a campus visitor whenever he or she enters college premises.
2. Campus visitors are welcome on college premises at any time during business hours provided that they do not willfully disrupt the orderly operation of the college, or violate established Board policies or administrative regulations.
3. Campus visitors are expected to conduct themselves in a manner consistent with the provision of Administrative Regulation 5420 - Standards of Student Conduct, Procedural Guidelines, and Disciplinary Action.
4. Pursuant to Section 626.4 of the California Penal Code, the Superintendent/President or designee(s) responsible for maintaining order on campus may withdraw a visitor's consent to remain on college premises whenever there is reasonable cause to believe that such person constitutes a substantial and material threat to the orderly operation of the college.
5. Pursuant to Section 626.6 of the California Penal Code, the Superintendent/President or designee(s) responsible for maintaining order on campus may direct a visitor who has disrupted the orderly operation of the college, or who has interfered with the peaceful conduct of campus activities, to leave college premises.
6. Campus visitors are welcome at all meetings or events held on college premises that are open to the general public, but may only attend a class with the permission of the appropriate instructor, or attend a student organization meeting with the permission of the designated advisor.

B. Minors on Campus

1. Children, under the direct supervision of a responsible adult, are considered to be visitors on the Glendale Community College campus. Specifically, minor children are permitted on campus with a supervising adult under the following conditions:
 - a. Attending college classes or programs for which they are officially enrolled.
 - b. Attending college events designed for public viewing or participation.
 - c. Participating in college-approved events for which adult supervision is provided.
 - d. Accompanying adults for non instructional or college business purposes (e.g. registration, fee payments).
 - e. Accompanying adults to instructional activities with the express

permission of the instructor or the supervisor of the activity. Children may not attend instructional activities if the instructor/supervisor does not grant permission.

2. Children on campus are here at the risk of the supervising adult who brings them. Adults are expected to maintain control of children at all times. Adults and children are expected to adhere to the codes of conduct set forth by the college. Disruption of instructional activities will not be tolerated and both the child and the supervising adult will be subject to disciplinary action. Unsupervised children are disruptive to the educational process and will be removed from the area and detained by Campus Police until the supervising adult can be located.

Adopted: 3/24/97

Course Prerequisites, Corequisites, and Advisories on Recommended Preparation

Course prerequisites, corequisites, and advisories on recommended preparation, as defined below, may be adopted when, in the judgment of the faculty of the College, the proposed prerequisite, corequisite, or advisory on recommended preparation is educationally necessary and statistically significant in predicting student success in a course or program.

I. Definition of Prerequisites, Corequisite, or Advisory on Recommended Preparation:

- A. Basic Skills Prerequisite, Corequisites, or Advisories on Recommended Preparation: A mandatory or advisory statement regarding the minimum skills in reading, writing, oral communication, or mathematical computation that has been found to predict student success in a course or program of study.
- B. Student Safety Prerequisite: A basic skills prerequisite, corequisite, or advisory recommended by the appropriate faculty, assures that the student possesses the necessary basic skills required to safely participate in a course or program. This type of prerequisite, corequisite, or advisory must be validated with criteria (e.g., reading levels) directly related to the student's ability to "safely" participate in assigned course activities.
- C. Sequential Course Prerequisite: The successful completion (with presumed mastery of course content) of a specific course as a requirement for eligibility to a more advanced course in the same, or a closely related, discipline.

II. Definition of Limitations on Enrollment:

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or division faculty and final approval by the Academic Affairs Committee.

- A. Performance Courses: Each college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition, such as (but not limited to) band, orchestra, theater, competitive speech, chorus, journalism, dance and intercollegiate athletics with the following provisions:
 - 1. For any certificate or associate degree requirement that can be met by taking this course, there is another course or courses which satisfy the same requirement; and
 - 2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets, and also a list of the other course or courses which meet the same requirement.
 - 3. Limitations on enrollment established for performance courses shall be reviewed during program review or at least every six years to determine

whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and put into effect by the college administration. (See also Section 5502 (e) and 55512.)

- B. Honors Courses: A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or division and by the Academic Affairs Committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record, a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

- C. Blocks of Courses or Sections: Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or division and by the Academic Affairs Committee as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

III. Criteria for Prerequisites and Corequisites:

- A. Basic Skill Prerequisites and Corequisites: For purposes of identifying and implementing the use of a basic skills prerequisite, the following standards must be met:
 - 1. The basic skill must be measurable, using two or more uncorrelated examination or assessment strategies.
 - 2. The basic skill must be judged by the faculty of the College to be educationally necessary for a student's success in the course or program.
 - 3. There must be a correlation, as demonstrated by appropriate statistical analysis, between the basic skill levels and student success in the course or program.

- B. Safety Prerequisites and Corequisites: For purposes of identifying and implementing the use of a "basic skill" to assure the student's ability to "safely" participate in a program of study, the following standards must be met:

1. The basic skill must be measurable, using two or more uncorrelated assessment techniques (e.g. high school grades) or standardized basic skill tests.
2. The basic skill must be judged by a panel of appropriate faculty experts as necessary to assure the student's safe participation in the instructional program. The membership of the panel will be as follows:
 - a. At least two members representing the affected division (one of whom teaches the course); and,
 - b. One member experienced in the instruction or assessment of the basic skill to be used as a prerequisite or corequisite (i.e., an instructor of Reading would assist in determining the appropriate reading levels required for a student to safely participate in a science lab).
3. The basic skill level required as a prerequisite or corequisite for the class or program will be established in consultation with appropriate faculty members within the division or discipline offering the class, with faculty who are "experts" in teaching or assessing the "basic skill," and with staff from the Office of Research and Planning.

C. Sequential Intra-Departmental Course Prerequisites and Corequisites: For purposes of identifying and validating "sequential course" prerequisites and corequisites, the following content-review standards will be used:

1. A sequential course prerequisite or corequisite may be established when there is a clear and educationally sound relationship between the knowledge, concepts, terms, or operational skills developed in one course and the successful completion of the "higher-level" course.
2. In determining when such a prerequisite or corequisite should be considered, faculty members within the discipline shall recommend, based upon their professional expertise and knowledge, the appropriate course(s) which will serve as a prerequisite or corequisite for a higher-level course within the same or a closely related discipline.
3. Where a sequential course prerequisite or corequisite is proposed for a newly-developed course, or is proposed as a change in prerequisite or corequisite for an existing course, the following documentation must be on file in the Office of Research and Planning:
 - a. Departmental minutes of discussion,
 - b. The record of the vote and a determination of whether the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

The record of this discussion should reflect exit and entry expectations for the courses and a clear connection between the prerequisite or corequisite exit competencies and the entry expectations for the course.

- D. Inter-Departmental Prerequisites and Corequisites: For purposes of identifying and validating inter-departmental course prerequisites and corequisites, one of the following validations must occur in addition to the content review described in Section C (above):
1. At least three (3) U.C. and/or three (3) C.S.U. campuses reflect equivalent prerequisites or corequisites for the equivalent course.
 2. Statistical research is conducted to validate the prerequisite or corequisite.
 - a. The responsibility for the evaluation of course prerequisite and corequisite is shared between the instructional division in which the course is taught and the Office of Research and Planning.
 - b. No single research design or methodology will be used in the process of validating course prerequisites or corequisites. Rather, the Research and Planning staff will work with instructional faculty to determine the appropriate strategy for validating proposed prerequisites or corequisites.
 - c. For purposes of statistical validation, a prerequisite or corequisite will be considered valid when the student success rate is predicted at a level of 60% or higher. For these purposes, student success is considered to be measured by a final grade of "C" or better (or Credit) in the course in question.
 - d. In such cases as when the College is conducting validation studies, the prerequisite or corequisite may be established for a period of not more than two years during which the research is being conducted and the final determination is made.
- E. Program Prerequisites: Any prerequisite established or proposed for a program (i.e., nursing program) must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.
- F. Recency and Measures of Readiness Prerequisites: For purposes of identifying and implementing the use of recency and other measures of readiness as prerequisites or corequisites, the following standards must be met:
1. Data are collected in one of the following areas: a) comparison of faculty appraisals of students' readiness for the course; b) student appraisal of necessity of prerequisite or corequisite, students must have completed or be currently enrolled in the course being appraised; c) comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite; and, d) comparison of student performance in the course to their scores on assessment instruments.

2. A list of specific skills a student must possess in order to be ready to take the course is included in the course outline of record.

IV. Criteria for Advisories on Recommended Preparation:

When information is insufficient to establish a course prerequisite or corequisite, advisories on recommended preparation may be established as follows:

- A. Basic Skills Advisories on Recommended Preparation: Based on content review (including test review and performance expectations), a department, in conjunction with appropriate English/ESL/Math faculty, may establish expected Reading, Writing, Listening/Speaking, and/or Math Skills Expectations.
- B. Safety Advisories on Recommended Preparation: The individual student's skill or capacity necessary for success in the course must be judged by a departmental faculty member or a medical professional.
- C. Sequential Advisories on Recommended Preparation: Based on a departmental content review, students may be advised on an order or sequence of course taking.
- D. The following documentation must be on file in the Office of Research and Planning:
 1. Departmental minutes of discussion,
 2. The record of the vote and a determination of whether the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

V. Program Review:

- A. Prerequisites, corequisites, and limitations on enrollment will be reviewed at least once every six years. This review will correspond with the College's program review cycle.
- B. Advisories on Recommended Preparation will be reviewed for reaffirmation simultaneously with the College's program review cycle.
- C. The following documentation must be on file in the Office of Research and Planning:
 1. Departmental minutes of discussion,
 2. The record of the vote and a determination of whether the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

VI. Implementing Prerequisites, Corequisites, and Limitations on Enrollment:

- A. In the event that a discipline or a division wishes to change a prerequisite, corequisite, or a limitation on enrollment, that discipline or division will follow the procedures outlined above and will forward the recommended change(s) to the Academic Affairs Committee for approval.
- B. The Academic Affairs Committee will evaluate for implementation requests for new or revised prerequisites, corequisites, and limitations on enrollment. A vote to approve will be required for implementation.
- C. Documentation of approved prerequisites, corequisites, and limitations on enrollment will be maintained in the Office of Research and Planning.

VII. Implementing Advisories on Recommended Preparation:

- A. The Academic Affairs Committee must approve any and all advisories on recommended preparation before publication in campus materials.
- B. Documentation of approved advisories on recommended preparation will be maintained in the Office of Research and Planning.

Adopted: 6/22/92
Revised: 12/19/94

VIII. Ensuring that all courses including those which serve as prerequisites or corequisites or which have prerequisites or corequisites are taught in accord with the course outline:

- A. Each instructor will address the objectives specified in the course outline on file in the Office of Instruction. By the end of the second class meeting, the instructor will provide to all students a written copy of the class overview. The class overview will include all of the information identified by the headings, although that information need not be presented in the format shown. The description following each heading is to be taken only as an example of the information to be given under that heading.
- B. Each instructor will provide the evidence of compliance (examples: class overview, sample examinations, student work) requested by the division chair or appropriate administrator or designee. Failure either to teach in accordance with the current course outline or to provide the requested evidence will be incorporated into the instructor's evaluation.
- C. A statement will be included in the catalog stating that the student can expect to receive a copy of the Class Overview by the end of the second class meeting.

CCR Section 55201(b)

Approved: 1/30/96
Revised: 4/9/96

CLASS OVERVIEW

The class overview will include all of the information identified by the headings, although that information need not be presented in the format shown. The description following each heading is to be taken only as an example of the information to be given under that heading.

- I. Rationale
The reason for offering the course should be stated. If in doubt, check the official course outline.
- II. Prerequisite(s)
The prerequisite(s) can be copied from the catalog and official course outline.
- III. Course Objectives
Students should understand what the course aims to teach them.
- IV. Attendance/absence/tardiness policy
Emergency should be clearly defined (serious illness or death of close family member, student's illness corroborated by a physician, jury duty, earthquake, flood, fire, etc.)
Students should be informed precisely of the results of too many unexcused absences or tardies.
- V. Grading method
Student should be informed of the teacher's method for arriving at grades.
- VI. Exam makeup policy
Students should be told how many exams, if any, can be made up, how they are to be made up and where.
- VII. Academic dishonesty policy
Students should be advised that Glendale College has an Academic Dishonesty policy and told where it can be found. Incidents of academic dishonesty should be referred to the Vice-President of Instruction's office.
- VIII. Course materials
Students should be informed about the textbooks and other materials for the class and told whether each is required or recommended.
- IX. Class requirements and instructor expectations
This section states the instructor's expectations for the class. It also explains special requirements specific to the class, such as lab requirements, excursions, outside projects, etc.
- X. Office hours and telephone number
Full-time faculty members should list their office location, office hours, and office telephone number. Adjunct faculty members should inform students how to reach them.
- XI. Schedule of assignments

The schedule of assignments should cover the contents of the formal course outline and should reflect a tentative schedule of topics and assignments so students know what is expected of them.

Approved by Academic Affairs on 10/25/95 & 11/29/96.

Approved by the Academic Senate on 1/18/96.

Approved by Campus Executive on 1/30/96.

CCR Section 55201(b)

Using Information Technology Resources at Glendale Community College

Part I: Introduction

Glendale College is an institution of higher learning dedicated to the transmission of knowledge and to the intellectual and personal development of its students. It is for the realization of these purposes that it maintains an extensive array of information technology resources, which it places at the disposal of its entire College community. Such resources include, but are not limited to, the central computing services, the campus-wide network, the various computer labs, electronic mail, Internet access, voice mail, and other related equipment and services. These resources are extremely valuable and provide access to sensitive data and to extensive external networks. Consequently, it is important for all users to behave in a responsible, ethical and legal manner. In general, appropriate use means respecting the rights of other computer users, the integrity of the physical facilities, and all pertinent license and contractual agreements. This document establishes more specific guidelines for the use of all College computing resources.

These guidelines apply to all computing resources owned or managed by GCC or using its network, and to all the users of these resources, including but not limited to Glendale's faculty, staff, students, and guests, and individuals or organizations accessing external network services, such as the Internet, via Glendale's computing facilities. These guidelines also apply to all computing resources not owned by GCC, which are located in GCC facilities. These non-college owned computing resources should be clearly marked as such and are the sole responsibility of the owner. GCC can assume no liability for these devices nor support the operation of these computing resources. Individual departments may have additional policies regarding their computing equipment: please contact them for more information about these policies.

The College has established specific procedures to be followed when abuse of computing resources has allegedly occurred. These procedures are defined in Appendix A. Questions regarding policy, interpretation of policy, or special problems or needs should be directed to the Dean of Information Technology Services (ITS). It is the sole responsibility of the user to be familiar with this policy and its provisions.

This document has been adapted from the guidelines for the use of computing resources at Brown University. It has been prepared by the Campus-wide Computer Coordinating Committee (CCCC), and approved by the Campus Executive Committee on 3/12/02.

Part II: Guidelines for appropriate computing behavior

The following list, while not exhaustive, provides some specific guidelines for responsible and ethical behavior:

Use only the computers, computer accounts and computer files for which you have authorization. Do not use another individual's account, or attempt to capture or guess other users' passwords. Users are individually responsible for all use of resources assigned to them; therefore, sharing of accounts is prohibited.

Obey established guidelines for any computers or networks used both inside and outside the College. For example, individuals accessing off-campus computers via external networks must abide by the policies established by the owners of those computers as well as policies governing use of those networks.

Do not attempt to access restricted portions of the network, an operating system, security software, or accounting software unless authorized by the appropriate College administrator or owner. Breaking into computers is explicitly a violation of Internet rules of conduct and of the law, no matter how weak the protection is on those computers. Tapping into telephone or network lines is a clear violation of College policy.

Abide by all state and federal laws (Appendix B provides links to some relevant California and federal laws)

Respect the privacy and personal rights of others. Do not access or copy another user's electronic mail, data, programs, or other files without permission. Guidelines in the College catalog regarding academic honesty apply to course work completed with computers just as they do to other types of course work.

Abide by all applicable copyright laws and licenses. It is against both College policies and the law to copy software that has not been placed in the public domain or distributed as "freeware." "Shareware" users are expected to abide by the requirements of the shareware agreement. Respect the copyright law as it applies to images, texts and sounds in the production of electronic information.

The ease with which electronic materials can be copied, modified and sent over the Internet makes electronic materials extremely vulnerable to unauthorized access, invasion of privacy and copyright infringement. The unauthorized use or distribution of copyrighted works (including Web page graphics, sound files, trademarks and logos) is prohibited and may provide the basis for disciplinary action, civil litigation and criminal prosecution.

Use appropriate standards of civility when using computing systems to communicate with other individuals. When sending messages to other users, identify yourself as the sender unless you are acting as a proxy with permission to use another's name. Always seek to maintain an environment conducive to learning. Using Glendale's computing resources to harass or threaten other individuals deliberately is explicitly prohibited.

Be sensitive to the needs of others, avoid wasteful activities and use only your fair share of computing resources. For example, users of shared resources, such as the central computer, should use these facilities for only the most essential tasks during periods of peak demand. Broadcasting non-sanctioned messages to large numbers of individuals and sending chain letters are examples of activities that cause network congestion and interfere with the work of others, and thus are not allowed.

Treat computing resources and electronic information as a valuable College resource. Protect your data and the systems you use. For example, back up your files regularly. Set a password that is not easily guessed and change it regularly. Make sure you understand the access privileges you have set for your files and computer system. Do not destroy or damage any computing equipment, networks or software. The willful introduction of computer viruses, worms, Trojan horses or any other infection into the GCC computing environment or into other computing environments via Glendale's network violates College standards and regulations.

Use Glendale's computing facilities and services for College related work. Activities that would jeopardize the College's tax-exempt status such as improper political activities or activities for personal gain are prohibited (see part III, sections 6 and 7).

Stay informed about the computing environment. The computing environment is continually evolving, as new products are introduced and others become obsolete. Services change as the number and needs of users' change. Glendale publishes information in a variety of ways, including Web pages, electronic messaging, general news items that users are prompted to read, news groups associated with particular compilers or software packages, on-line documents about software, policy and procedures, and in some cases, e-mail to individuals. Users are responsible for staying informed about changes in the computing environment and are expected to adapt to these changes.

Be wary of installing or downloading personal software on college equipment. Such operations will be at your own risk and may result in loss of data and/or other problems. ITS is not responsible for supporting personal software or for solving problems created by such software. Students are prohibited from installing or downloading personal software on college equipment.

Part III: Users' rights and responsibilities

1. Access to computing resources

Central computing services: Faculty and College employees may obtain an ID for use with the central computing services for activities related to instruction or College administration. Individuals not at Glendale may, under some circumstances, also obtain a user account. Contact the Help Desk within Information Technology Services for detailed information about obtaining and using central computing facility accounts.

Other IT computing resources: Most of Glendale's computing facilities and services are available to members of the College community. For more detailed information about access to any facility or service, contact Information Technology Services or the appropriate department head or division chair.

2. Data security and integrity

Owners of data are responsible for the backup of their files. ITS will provide centralized backup solutions for mission critical data and will attempt to provide backup services for departments and services as budget allows. However, since ITS does not provide the same level of protection or file restoration for servers not located in ITS, it is especially important that users back up their files and use all available means to protect their data on departmental systems.

ITS provides reasonable security against intrusion and damage to files stored on the central computing services. However, neither the College nor any ITS staff can be held accountable for unauthorized access by other users, nor can they guarantee protection against media failure, fire, floods, etc.

Users should use all available methods to ensure the physical security of their computers and to protect their files, including the frequent changing of their passwords and storing back-up copies of information off site. In addition, users are regularly notified of potential virus threats and are

required to follow instructions in such cases. They are also required to scan routinely for infections. In the event that data have been corrupted as a result of intrusion, ITS and Campus Police should be notified immediately. Upon request, ITS staff will assist in implementing procedures to maximize security.

In an emergency, ITS managers have the right to disconnect temporarily a user if network or mission critical systems are endangered.

3. Privacy

User account and files: Although not legally required to do so, ITS respects the privacy of all users. Members of ITS staff are forbidden to log on to a user account or to access a user's files unless the user gives explicit permission (for example, by setting file access privileges).

Exceptions to this privacy policy are made, however, under specific conditions. One such condition is if a user is suspected of causing disruption or using unreasonable bandwidth on the network or other shared services. Another condition is a suspected violation of state or federal law. In these instances, if the user is an employee of the College, the Dean of ITS, with the concurrence of the President or the Executive Vice-President of the College, must be convinced that there is sufficient cause to review a file(s) before those files can be searched without the user's permission. If the user is a student, the same procedures apply, except that the Dean of ITS or the manager of the local area network can decide alone if there are sufficient grounds to search the files of the suspected user.

Before logging onto a user's account or accessing a user's private files, a reasonable attempt will be made to contact the user to inform him or her that ITS will access the files. If that is not possible, the Dean of ITS or an authorized agent will view the files for the suspected violation and will inform the user afterward that the files have been reviewed. Information obtained in this manner is admissible in legal proceedings or in a College Judicial Board hearing. In accepting a user account, the user agrees to this policy.

If an employee feels that his/her privacy has been violated by a member of ITS, he/she may request that the CCCC investigate the matter. Upon reception of the request the CCCC shall form an independent committee and proceed with the investigation. The results shall be forwarded to Human Resources Complaint Review Procedure as set forth in Administrative Regulation 4050. A request can be brought up to the CCCC through any of its members.

If a student feels that his/her privacy has been violated by a College employee, he/she may file a complaint with the Dean of Student Affairs who will then follow the standard procedure for the resolution of student complaints.

Electronic mail: Electronic mail is subject to the privacy policies explained above for ordinary user accounts and files. However, users should not expect total privacy of electronic mail (e-mail). ITS staff may see the contents of e-mail due to serious addressing errors or as a result of maintaining the e-mail system. In those cases where ITS staff does see the contents of private e-mail, they are required to keep the contents confidential. Users should also be aware that the current design of the Internet is such that the privacy of e-mail that leaves Glendale cannot be guaranteed.

When a user's affiliation with Glendale ends, e-mail subsequently received at Glendale that is addressed to the former user will either be returned to the sender or, if appropriate, forwarded to

an address specified by the former user. ITS also reserves the right to close accounts that have been dormant for six months or more.

Users are reminded that e-mail is easily redistributed and may be read by people beyond the original recipient list. Care should be taken in phrasing e-mail given the uncertainty of readership.

4. Freedom of speech

The College recognizes and respects the rights of users to freedom of speech. Such rights, however, are not absolute. Speech which is fraudulent, libelous, obscene, harassing or threatening is not permitted under state or federal law. Please refer to Appendix B for links to some relevant California and federal laws.

5. Ownership of copyright for materials developed with Glendale's resources

Ownership of copyright eligible property is determined by negotiated agreement between the College and the Glendale College Guild or the CSEA. Please contact the Guild or the CSEA for further information.

6. Personal financial gain

Because of the tax-exempt status of the College, the use of its computing resources for personal financial gain is prohibited. Employees, however, are allowed to use these resources to prepare material for use in their College work even though such material may later be copyrighted (see section 5 above).

7. Political activity

In general, political activity in the form of providing information or educating the public is permitted on a community college campus. College personnel and students are free to express their political views provided it is made clear that they are not speaking for or in the name of the institution. Campus organizations and individuals may use the computing resources of the College to publicize political forums or discussions, but may not use them to endorse, raise money for or otherwise promote a candidate for public office, or a political party, organization or lobby. For further information please refer to Appendix B for links to some relevant California and federal laws, or to Glendale Community College Board Policy sections 1410, 5220, 5420, 5440 and 6132.

8. Responsibility for errors in software, hardware, and consulting

Glendale makes every effort to maintain an error-free hardware and software environment for users and to ensure that the computing staff is properly trained. Nevertheless, it is impossible to ensure that hardware or system software errors will not occur or that staff will always give correct advice. Glendale Community College presents no warranty, either expressly stated or implied, for the services provided. Damages resulting directly and indirectly from the use of these resources are the responsibility of the user.

However, at the request of the user, when hardware, software, or consulting errors are determined to have occurred on central computing services, ITS will make a reasonable attempt to recover files to their state prior to the failure, at no cost to the user. As part of maintaining the

software environment, ITS applies vendor-supplied or locally developed fixes as appropriate when problems are identified. Given that vendors may be involved and that staff resources are finite, no guarantee can be made as to how long it may take to fix an error once it has been identified. When software errors are considered major problems or could produce inaccurate results, users will be notified as soon as possible using appropriate electronic and/or other media.

9. Changes in the computing environment

When significant changes in hardware, software or procedures are planned, ITS will notify the College community through electronic and other media to ensure that all users have enough time to prepare for the changes and to voice any concerns that they might have.

Part IV: Use of Non-Glendale Owned Equipment on the College's Network

Equipment which is purchased using personal funds or which remains the property of an agency by grant or contract may use the resources of the Glendale network providing the following guidelines are observed:

1. Owners, or in the case of grant/contract equipment, the contractual administrator(s), must assume responsibility for the use of their equipment; usage must conform to the standards for Glendale owned equipment
2. Owners, or in the case of grant/contract equipment, the contractual administrator(s), must ensure that the use of their equipment on the Glendale network does not place an inordinate burden on the system. If traffic is unduly impeded by its use, they must either discontinue the service or find an external service provider.
3. Owners, or in the case of grant/contract equipment, the contractual administrator(s), must not permit access to the network or any of its services that would not otherwise have been granted through official College procedures.
4. Non-Glendale owned machines on the Glendale network may not be used for profit, personal gain, political campaigning, or in any manner that would compromise the College's non-profit educational status.
5. Non-Glendale owned machines on Glendale's network may not be used in support of any illegal activity or any activity which violates GCC policy. Examples of this include, but are not limited to, illegally distributing licensed software, using equipment in support of a crime, or sending harassing mail. The College will respond to known instances of this type of activity using disciplinary procedures which could include notification of local and federal police agencies.

To ensure a high level of service to its users, the College monitors traffic on its network. It may also monitor traffic to/from a particular non Glendale owned machine if there is reason to believe that there is activity which could impact the College. The procedures outlined in Appendix A will be used in cases of suspected violations of these guidelines.

Adopted: 3/12/02

Appendix A

Procedures for Handling Alleged Abuse of Computer Systems

1. Upon receipt of a complaint alleging abuse of computing resources as defined in this document, the Dean of ITS shall make a determination as to whether there is enough cause to initiate judicial proceedings. As part of this determination, the Dean may authorize the review of file(s) without the user's permission as described in Part III, section 3.
2. If there appears to be cause, the Dean of ITS shall attempt to contact the alleged violator via a combination of telephone, e-mail and written correspondence informing the individual of the alleged offense. This correspondence shall request a personal meeting between the alleged offending party, and the Dean of ITS (or a designated agent). If the alleged violator fails to respond to these attempts within three working days, the Dean of ITS will automatically initiate further proceedings.
3. If the meeting identified in section 2 above takes place, the Dean shall determine whether the incident and circumstances involved warrant referral of the individual to the appropriate judicial process. This determination will be made upon input from all concerned parties, and will depend on the seriousness of the alleged violation, and on the extent to which the individual demonstrates an understanding of the problem and appears unlikely to commit future violations.
4. If this meeting provides positive results and the Dean is satisfied that the violation has been fully understood and is unlikely to recur, he/she may declare the matter closed. If the results of the meeting are not satisfying, the Dean shall refer the individual to the appropriate judicial proceedings. Such proceedings could include those specified in Board Policy section 1330 Complaints Concerning College, 4050 (Employee Complaints), 5100 (Students' Grievance Procedures), 5420 (Standards of Student Conduct and Disciplinary Action) or any other pertinent Board Policy provisions.
5. Access to the College computing resources may be suspended at the discretion of the Dean of ITS based upon the severity of the offense, whether the College is at risk of litigation, whether the alleged violation reflects a repeat offense, an endangerment of the system, or other cause which is perceived to directly harm the computing environment at GCC. In any case where suspension has occurred, all procedures identified in this document are immediately initiated. If suspension of access has occurred, the alleged violator may at any time request that his/her access be reinstated pending final resolution of the matter. This request must be addressed in writing to the person in charge of the appropriate judicial procedure who will then decide on its merit in consultation with the Dean of ITS.
6. The judgment resulting from the appropriate judicial process shall be final, and should include a recommendation as to the extent and timing of access to the system.

Adopted: 3/12/02

Appendix B

Links to some relevant state and federal laws

Note: There is growing international attention to legal prohibition against unauthorized access to computer systems, and several countries have passed legislation that addresses the area. In the United States, the Computer Fraud and Abuse Act of 1986, Title 18 U.S.C. section 1030 makes it a crime, in certain situations, to access a Federal interest computer (federal government computers, financial institution computers, and a computer which is one of two or more computers used in committing the offense, not all of which are located in the same state) without authorization. Most of the 50 states have similar laws regarding unauthorized access or other misuse of computer technology and violators can be prosecuted in the state or country

GUILD CONTRACT - ARTICLE IX.

EVALUATION PROCEDURES

Evaluation of Faculty

Evaluations shall be conducted not less than annually for tenure track faculty members in accordance with Section 7. For tenured faculty members, evaluations shall be conducted not less than once every three (3) years. Evaluations are retained in the faculty member's file. For the tenured faculty members, evaluations which cannot be completed during the scheduled evaluation year due to the faculty member's approved leave shall be completed the following year. For tenure track faculty members whose evaluations cannot be completed during the scheduled evaluation semester (due to the faculty member's approved circumstance) shall have their tenure timeline extended in a manner that is commensurate to the time missed. In cases where the faculty member takes a leave due to a pregnancy, the original four-year timeline shall be maintained without modification in compliance with federal and state law.

Section 1. Evaluation of Tenured Instructional Faculty Members

The Associate Vice President of Human Resources shall coordinate an evaluation schedule with the Vice President, Instructional Services. For each tenured regular instructional faculty to be evaluated, an Evaluation Committee shall be established, composed of the faculty member's division chairperson, a volunteer peer instructor selected by the faculty member, and the appropriate Vice President, or a designee. All peer evaluators must be tenured and have received a satisfactory rating in their last evaluation. Whenever possible the peer evaluator shall be from the same discipline. If this is not possible, the peer evaluator shall be from the same division as the faculty member being evaluated. The administrator shall serve as Chairperson.

When a Division Chairperson is being evaluated as an instructor, the Committee shall be composed of the Vice President, Instructional Services or designee and a peer selected by the Division Chairperson. Evaluation reports shall be subject to the guidelines of Section 3, 4 and 6.

The Evaluation Committee shall attempt to assess the faculty member's overall performance, including teaching ability, subject matter competence, participation in campus life, and whether the faculty member meets professional expectations. To this end, the evaluatee shall submit to the committee an assessment of strengths and weaknesses in meeting his/her stated goals and professional growth, sample course overviews or syllabi, sample tests, and other material as determined by the division or discipline.

Section 2. Evaluation of Tenured Student Services Faculty Members.

The Associate Vice President of Human Resources shall coordinate an evaluation schedule with the Vice President, Student Services. For each tenured Student Services faculty member to be evaluated, an Evaluation Committee shall be composed of the faculty member's division chairperson, a volunteer peer faculty member selected by the evaluatee and the appropriate Vice President or a designee. All peer evaluators must be tenured and have received a satisfactory rating in their last evaluation. Whenever possible, the peer evaluator shall be from the same unit as the faculty member being evaluated. The administrator shall serve as the Chairperson.

When the Division Chairperson is being evaluated as a faculty member, the Committee shall be composed of the Vice President of Student Services or designee and a peer selected by the Division Chairperson. Evaluation reports shall be subject to the guidelines of Section 3, 4 and 6

The Evaluation Committee shall attempt to assess the faculty member's overall performance, including teaching ability, subject matter competence, participation in campus life and whether the faculty member meets professional expectations. To this end, the evaluatee shall submit to the committee an assessment of strengths and weaknesses in meeting his/her stated goals and professional growth. And, when appropriate the evaluatee shall submit sample course overviews and syllabi, sample tests, and other material as determined by the division or discipline.

Section 3. Observations and Conferences of Tenured Faculty Members.

Each Evaluation Committee member shall conduct as many performance observations as deemed necessary to assess the effectiveness of the faculty member. A two week minimum prior notification of the visits within a two-month period shall be given. Faculty to be evaluated shall notify the evaluators of dates that observations would not be appropriate due to scheduled tests, videos, or other such exercises. The District Evaluation Form shall be completed by observers after census and forwarded to the other committee members no later than 10 working days before the end of the semester. Copies of negative evaluations shall be sent to all committee members. The District Evaluation Form shall be forwarded to the faculty member no later than 15 working days after the end of the semester.

Committee members may consult together periodically to discuss the faculty member's performance and progress. When there are indications from one or more Committee members that the faculty member is not meeting the expected level of performance, assistance and counseling shall be provided. Such assistance/counseling may include, but is not limited to, consulting and advising from Committee members or others; requiring the faculty member to observe other faculty members or engage in independent reading; providing a review of the faculty member's classroom

syllabus/program materials . A mentor may also be assigned to create a plan for improvement.

Section 4. Final Evaluation of Tenured Faculty.

A final evaluation conference between the Committee and the faculty member may be held at the request of any one of the parties involved.

If the majority of the Committee members evaluate and agree that the faculty member’s performance is satisfactory and there is no unsatisfactory rating and at least one set of student evaluations has been completed, the evaluation process shall be deemed completed. If one or more Committee members find that the faculty member’s work is "unsatisfactory," the Evaluation Committee, including the Division Chair, shall convene a special meeting of the Committee to attempt to arrive at a consensus. A "Composite Faculty Evaluation Rating Sheet" shall be completed by the Committee as a whole, and the faculty member shall have the right to append a written statement containing his/her views of the situation to the form(s). The current evaluation forms are attached hereto as Appendix "E". Any changes in the forms must be subject to agreement by the Guild and the District. If after completion of the above meetings, a consensus of Committee members concludes with an "unsatisfactory" rating of the faculty member, the reports of all Committee members and the evaluation forms shall be sent to the appropriate Vice President. The Vice President shall convene a meeting with the tenured faculty member, appropriate Division Chair and the evaluation committee. At that time, a mentor shall be assigned to the faculty member to create a plan for improvement and subsequently a reevaluation in one year. If one or more of the committee members find the faculty member’s reevaluation unsatisfactory, the appropriate Vice President shall immediately notify the Associate Vice President of Human Resources and the Superintendent/President. A final written decision shall be developed to determine further action as deemed appropriate, including possible discipline or termination (pursuant to applicable law) and/or reevaluation for the following year. All written records, findings, and reports shall be housed in the Office of Human Resources.

Section 5. Evaluation Calendar - Tenured Faculty

Each step in the evaluation calendar for tenured faculty shall be completed on or before the following dates:

TENURED FACULTY EVALUATIONS

Faculty	Time Period
All Tenured Faculty	Spring*

*The District Evaluation Form shall be completed by the observer after census and forwarded to the committee members no later than ten working days before the end of the semester. Copies of negative evaluations shall be sent to all committee members. The District Evaluation Form shall be forwarded to the faculty member no later than 15 working days after the end of the semester.

- A. Faculty members to be evaluated during the academic year shall be notified at the beginning of the fall semester by the office of Human Resources.
- B. When notified faculty members shall contact Human Resources within 10 working days, with the name of their designated peer evaluator; committees shall then be formed.
- C. After census and fifteen working days before the end of the semester, an evaluation observation and assessment shall be conducted by committee members.
- D. Student evaluations for classroom duties of faculty shall be conducted and summarized, then forwarded to the Division Chair after census and not later than fifteen working days before the end of the semester.
- E. Student evaluations for non classroom duties of Student Services faculty shall be conducted after census and not later than fifteen working days before the end of the fall and/or spring semester.
- F. The administrator evaluator shall conduct a final evaluation conference, if requested before the end of the semester. (See Article IX, Section 4.)
- G. June 30 - The formal evaluation process shall have been completed, and documents forwarded and placed in the faculty member's personnel file in the Office of Human Resources.
- H. Student evaluation forms shall be returned to the evaluatee after grades are submitted or the end of the semester for all non classroom evaluations.

Section 6. Student Evaluations.

Classroom Evaluations.

Evaluation by students is a relevant part of the faculty evaluation process. Faculty shall be notified in advance and with mutual consent (with a maximum of three dates) of the date of the student evaluations shall be administered.

Students shall write the faculty member's name on the form, The current forms are attached hereto as Appendix "E". Any changes to the form must be subject to agreement by the Guild and the District.

- A. The District shall implement the student evaluation process for each instructional faculty member under review. The faculty member being evaluated shall not be present for the survey.

STUDENT EVALUATIONS

Faculty	Time Period	Procedure
Adjunct, Instructional Faculty	Fall*/Spring*	See Section 10
Adjunct, Student Services Faculty	Fall*/Spring*	See Section 10
Tenure Track, Instructional Faculty	Fall*	See Section 8
Tenure, Track, Student Services Faculty	Fall*	See Section 8
Tenured, Instructional Faculty	Spring*	See Section 5
Tenured, Student Services Faculty	Fall* and/or Spring*	See Section 5

- B. Student Evaluations for Student Services faculty members shall be distributed by Student Services staff to each student at the completion of an appointment or other meeting with each student. A minimum of fifty (50) evaluations or 30 percent proportion of a full time assignment shall be distributed, whichever is less.
 1. Students shall complete the evaluation form in the reception area away from the faculty.
 2. Students shall place the completed evaluation from in a secured box.
 3. Student evaluations shall be administered according to individual schedules and services rendered. Student evaluations shall be conducted anonymously so as to protect the identity of individual students.

4. When a Student Services faculty member is evaluated for classroom performance, the student evaluations shall be submitted to a secure box in the Instructional Services Office.
- C. Student Evaluations for Instructional faculty members shall be completed on the College forms and administered by a staff member from Instructional Services or a student volunteer appointed by the faculty member. The student shall then place the forms inside the designated drop box in the Instructional Services Office. Instructional Services' staff shall scan and summarize the forms. For tenure track faculty members evaluations shall be forwarded to the Chair of the Tenure Review Committee. For tenured faculty members the evaluations shall be sent to the appropriate Division Chair.

Student evaluation summaries shall be kept confidential; the data shall be shared only with the faculty member involved, the review committee, the appropriate Division Chair (Note: In Health Sciences, the Associate Dean acts in the capacity of the Division Chair), Dean or Associate Dean, Associate Vice President, Vice President and/or the President. The Student Evaluation data for tenure track faculty shall remain the property of the Chair of the Tenure Review Committee during the tenure review process. All student evaluation summary forms shall be retained in the Office of Human Resources. A copy of the student evaluation forms may be retained in the Division's Chair office. No other duplicate copies may be retained in any other College office. When a faculty member's work is deemed unsatisfactory the appropriate Vice President may retain a copy of the evaluation in their office. Upon completion of the tenure review process the evaluations shall be returned to the evaluatee during the following semester. Regular (tenured) faculty shall receive the student evaluations in the semester after the evaluation has been conducted. A summary of the student evaluations shall be retained in the personnel file in the Office of Human Resources. The evaluatee may append a statement of clarification regarding the student summary. The evaluatee may have the option of having the individual student evaluations included in his/her personnel file along with the summaries.

Section 7. Evaluation of Tenure Track Faculty Members.

The official evaluation process for tenure track faculty members shall take place according to the provisions contained in this Article and as elaborated in the District Tenure Review Guidelines, a copy of which shall be given to each faculty member upon his/her employment in the District. Any change in the District Tenure Review Guidelines shall be subject to the negotiations process between the Guild and the District.

The Associate Vice President of Human Resources shall coordinate all tenure review activities including training and implementation of the Tenure Review Guidelines within

the provisions of this Article. All written records, findings, and reports shall be housed in the office of Human Resources.

- A. A Tenure Review Committee shall be formed for each tenure track faculty member as follows:
1. The Committee shall be composed of the appropriate Vice President or designee, the Division Chair (Note: In Health Sciences, the Associate Dean acts in the capacity of the Division Chair) or designee and one tenured faculty member.
 2. The tenured faculty member shall be chosen by the Academic Senate and whenever possible the peer evaluator shall be from the same discipline. If it is not possible, the peer evaluator shall be from the same division as the faculty member being evaluated. In the event there is no division or discipline pool, the Academic Senate shall select its member from a general faculty pool.
 3. The Chair of the Tenure Review Committee shall be the Academic Senate appointee.
 4. In the event an unsatisfactory rating is given on the first evaluation, a second peer evaluator shall be added to the Tenure Review Committee by the Guild.
- B. The Division Chair shall appoint a mentor for each tenure track faculty member by the second week of their first semester. The mentor shall not be directly involved in the evaluation process unless requested by the evaluatee. She/he shall be a resource for the new faculty member and shall be aware of the evaluation procedures and provide assistance to the faculty member when necessary. The mentor shall provide assistance to the tenure candidate in the development of the "Three Year Professional Growth Plans."
- C. Before beginning their evaluation duties, all committee members shall have completed a District-sponsored in-service training session specifically designed for Tenure Review Committee members. In-service training shall be conducted by the Associate Vice President of Human Resources and/or the appropriate Vice President, and the President of the Academic Senate or designee. Human Resources shall be responsible for publicizing the in-service training sessions and keeping track of attendees.
1. No faculty members except Division Chairs shall be required to serve on more than one Tenure Review Committee concurrently.
 2. No faculty member shall be required to serve on a tenure committee against his/her will.

- D. The Tenure Review Committee Chair shall be responsible for calling initial meetings, for coordinating activities of the committee, representing the committee to the Associate Vice President of Human Resources, any management employees, and for accomplishing other officially designated duties.
- E. In addition to the District Board Policy "Tenure Review Process Policy Statement," criteria to be considered in the official evaluation itself are elaborated in the Tenure Review Guidelines.
- F. Criteria not included in this section or in the Tenure Review Guidelines shall not be used in the evaluation process nor be a part of the Tenure Review Committee's recommendations.
- G. No anonymous letters or material other than student evaluation shall be used in the tenure review process in any form nor shall such materials be referenced in any evaluation or Tenure Review Committee records.
- H. No evaluation shall be based upon information unrelated to the tenure track faculty member's performance as specified in this section, Board Policy, or the Tenure Review Guidelines. All evaluation materials shall be in writing and presented to the tenure track faculty member, who has the option of signing or not signing the material, the decision shall be so noted and dated by the evaluator.
- I. The private life of a tenure track faculty member, including religious, political, and organizational affiliations, or sexual orientation, shall not be a part of the tenure track faculty member's evaluation and tenure review process in any manner whatsoever. This rule does not preclude violations of state or federal statutes within or outside of the collegiate setting which address the ability of the individual to serve as a faculty member.
- J. During the Fall Semester of each academic year, the Guild, the Academic Senate, and College Administration shall each appoint two (2) persons to a Tenure Review Due Process Pool for the following academic year. The pool shall then elect its chair.
- K. Due Process Panel shall be appointed by the chair of the Due Process Pool. This panel shall consist of one representative each from the Guild, Academic Senate, and the College Administration, which shall be appointed by the chair to serve as a hearing body. The Due Process Panel shall exist to act as a hearing body in the event that a tenure track faculty member, Tenure Review Committee member, or other staff member alleges that a due process complaint should be filed. A complaint may be so filed if it alleges that:
1. A tenure track faculty member is being subjected to biased treatment during the tenure review process; or

2. The established Board policy, guidelines, and/or time lines are not being adhered to.

The Due Process Panel shall not be responsible for the substantive issues involving recommendation to grant or deny tenure.

- L. Due Process complaints shall be filed in written form with the Associate Vice President of Human Resources who shall immediately notify the due process pool chair, the appropriate Vice President, and the Division Chair.
 1. If the Associate Vice President of Human Resources is part of the complaint, the complaint shall be filed directly with the pool chair who shall then notify the appropriate Vice President.
 2. Due process complaints shall be filed before the end of the semester in which the evaluation is scheduled to be completed. If an untimely complaint is raised, the person filing the complaint must demonstrate why he or she could not have reported the alleged violation in a timely manner. The panel shall then make the decision concerning this matter.
- M. The college due process pool chair shall direct the three-member due process panel as specified in Section 7, N, to act on the complaint. The party filing the complaint shall provide the Due Process Panel with a written statement specifying the charges of the alleged bias or procedural violation. The Due Process Panel shall examine the complaint(s), meet with members of the Tenure Review Committee and other persons deemed necessary, and shall confer with the respective tenure track faculty member. The Due Process Panel shall not be required to conduct a "trial-type" evidentiary hearing.

All discussions and deliberations shall be held in strict confidence. Information in writing or otherwise regarding an issue brought before the Due Process Panel shall not be shared with anyone unless they are directly involved in the process. Decisions to include others on a need-to-know basis shall be made by the panel. No unsigned materials shall be considered. Any person against whom allegations are made within the due process procedure has a right to examine the allegations and respond accordingly.

- N. The Due Process Panel shall, within ten working days following the filing of a complaint as specified in Section 7,K, render its findings and recommendations in a written report to the appropriate Vice President, the Associate Vice President of Human Resources, the Division Chair and the Chair of the Tenure Committee with a copy to the tenure track faculty member.

1. If the report unanimously finds the complaint to be valid, the appropriate Vice President shall, in a timely manner, direct the implementation of the recommendations contained in the report.
 2. In all cases the complaint(s) and the findings and recommendations of the panel shall be forwarded to the Board of Trustees by the Superintendent/ President at the time the appropriate Vice President makes his/her recommendations regarding the continued employment of the tenure track faculty member. Copies of all recommendations shall be transmitted to the Associate Vice President of Human Resources prior to any Board action.
- O. Before presenting the evaluation report to the evaluatee, the Tenure Review Committee shall meet and prepare a "composite report" of the findings of the committee. This report along with any documents germane to the evaluation shall be presented to the evaluatee no less than two working days prior to the Tenure Review Committee meeting. In the event of a negative evaluation, the evaluatee shall have the right to review individual evaluation reports supporting the decision.
- P. A decision to grant tenure shall be based on a unanimous vote in a three-member committee and a minimum of a three to one vote in a four-member committee. Consideration shall be given to input from each tenure track faculty member's Division or Discipline prior to a decision being reached. The vote shall be in the discipline if there are three or more full-time, permanent faculty in the tenure track faculty member's discipline. The vote shall be by the division if there are fewer than three full-time, permanent faculty in the tenure track faculty member's discipline.
1. Before the Tenure Review Committee makes a final decision regarding either the termination or tenure of a tenure track faculty member, the Tenure Review Committee Chair shall request a "vote-of-confidence" from the Division or Discipline, as appropriate. In a meeting of only tenured, permanent faculty, discussion leading to a "vote-of-confidence or non confidence" shall be held. The Tenure Review Committee Chair shall conduct this meeting.
 2. The results of this vote shall be forwarded to the Tenure Review Committee and shall be considered only as a recommendation; it shall in no way be binding on the Tenure Review Committee's final decision regarding tenure.
 3. The written final composite evaluation by the Tenure Review Committee, written in summary form, shall be made available to the evaluatee.
- Q. In the event that a tenure track faculty member resigns before the tenure review materials are submitted to the Board of Trustees, the only material to be placed in the faculty member's personnel file shall be the last completed composite evaluation.

- R. The Tenure Review Committee shall make its recommendation regarding the continued employment or tenure status of the tenure track faculty member to the appropriate Vice President and all materials involved in this recommendation, pursuant to this Article, shall be in writing. Only these written materials together with the appropriate Vice President's written recommendation shall be presented to the Superintendent/President and the Associate Vice President of Human Resources. If the Superintendent disagrees with the findings, a report shall be sent to the Tenure Review Committee supporting that position. The Superintendent/President shall forward the Tenure Review Committee's final recommendation along with his/her comments to the Board of Trustees for its action. The decision by the Board of Trustees is final and non-grievable except as defined in Education Code §§ 87607 to 87611.
- S. After the Board of Trustees has acted, only those materials presented to the Board shall be placed in the faculty member's personnel file. All other materials produced by the Tenure Review committee shall be given to the faculty member.

Section 8. Evaluation Calendar - Tenure Track Faculty

The first evaluation for the spring and fall hires shall be in the fall of their first year and the last evaluation for the tenure process shall be in the fall of their fourth year.

Tenure Track Faculty Evaluations

Faculty	Time Period
Tenure Track Instructional Faculty	Fall*
Tenure Track Student Services Faculty	Fall*

- A. Faculty members to be evaluated during the fall shall have been notified (by week 2 of the semester), committees formed, and the faculty members notified of the identity of the committee members. Spring hires shall be assigned a mentor by the second week of their first semester
- B. The student evaluations for classroom duties of faculty shall be conducted after census and not later than 15 working days before the end of the fall semester.
- C. Student evaluations for non classroom duties of Student Services Faculty shall be conducted after census and not later than 15 working day before the end of the fall semester.
- D. The Tenure Review Committee shall conduct classroom or non classroom observations after census and before final exams begin.

- E. A final evaluation conference shall have been conducted, a composite evaluation summary prepared and reported to the evaluatee, and student evaluation summaries returned to the evaluatee by the second week of the spring semester.
- F. The formal evaluation process shall have been completed by the fourth week of the spring semester, and documents forwarded to files in the Office of Human Resources. During the final semester of the Tenure Review Process, the Tenure Review Committee shall conduct the Division review of the evaluatee and make a recommendation for Tenure. The decision to grant tenure shall be made in the spring of the final year of the Tenure Review Process. Official tenure status shall be effective the beginning of the subsequent fall semester.
- G. The schedule of time lines within which the evaluation and tenure review process shall occur are elaborated within the Tenure Review Guidelines. While these time lines are not meant to be understood or interpreted as rigid and absolute, they are essential to a fair, professional, and objectively administered process. To provide needed flexibility the written time lines shall be adhered to within a period of five working days before and/or five working days after the stated times and dates, except for the conditions specified in Section 7 C, L, and N.
- H. In the event of unusual or unforeseen circumstances that might cause the Tenure Review Committee to be unable to adhere to the time line schedule (specified in Section 7 and 8), and the Tenure Review Guidelines, the Tenure Review Committee Chair, after conferring with the tenure track faculty member, shall submit a written request to change the time line schedule, along with the tenure track faculty member's comments, to the appropriate Vice President and to the Associate Vice President of Human Resources. This request should outline the reasons and conditions for the request. The appropriate Vice President shall respond to the Chair's request within two working days stating reasons for either granting or denying the request. A copy of this written response shall be delivered to the tenure track faculty member and shall be entered in that faculty member's personnel file in the Office of Human Resources.

Section 9. Evaluation of Temporary Contract Faculty Members.

The Associate Vice President of Human Resources shall coordinate an evaluation schedule with the Vice President, Instructional Services. For each temporary contract employee to be evaluated, an Evaluation Committee shall be established, composed of the faculty member's division chairperson, a volunteer peer faculty member selected by the evaluatee, and the appropriate Vice President, or designee. All peer evaluators must be tenured and have received a satisfactory rating on their last evaluation. Whenever possible the peer evaluator shall be from the same discipline. If it is not possible, the peer evaluator shall be from the same division as the faculty member being evaluated. The administrator shall serve as the Chairperson.

The Evaluation Committee shall attempt to assess the faculty member's overall performance, including teaching ability, subject matter competence, participation in campus life and whether the faculty member meets professional expectations. To this end, the evaluatee shall submit to the committee an assessment of strengths and weaknesses in meeting his/her stated goals and professional growth, sample course overview or syllabi, sample tests, and other material as determined by the division or discipline

In cases where a temporary contract faculty member is hired for a tenure track position the following academic year, the year that he/she worked as a contract faculty member shall serve as his/her first year of the tenure process. No more than one year of credit shall be counted towards the tenure process. The faculty member shall be required to fulfill all the requirements of the first year tenure process. (See Article IX, Section 7 and 8 for more information)

The evaluation of temporary contract faculty members does not guarantee temporary contract faculty members any rights to a tenure track position.

Section 10. Evaluation of Adjunct (Hourly) Instructional or Student Services Faculty Members.

Evaluation schedules for the adjunct staff shall be coordinated by the Associate Vice President of Human Resources in cooperation with the appropriate Vice President or Dean. Adjunct faculty members shall be evaluated once in the first or second semester of employment, and every sixth semester thereafter. Evaluations culminate in a written rating report which is retained in the faculty member's personnel file. Adjunct faculty members to be evaluated during a semester shall be notified during the first academic month of that semester.

All evaluation forms for adjunct faculty shall be found in Appendix "E."

Evaluations shall be conducted by the appropriate Division Chairperson, Associate Dean, Dean, or designee, and shall normally be from the same department/division or organizational unit as the faculty member being evaluated. The evaluator shall assess the faculty member's overall performance, subject matter competence, and meeting established performance factors and standards for evaluation. The evaluatee shall submit to the Division Chair, or designee, an overview or syllabus for each course (to demonstrate that the faculty member is teaching the master objectives), a sampling of tests, district self evaluation form (completion of this form is optional by the faculty member) and other relevant material as determined by the Division Chair or designee. Student complaints or other indicators of less than satisfactory performance can trigger an evaluation at any time. An adjunct faculty member receiving less than "exceeds" standards shall, upon written request, be granted one additional evaluation during the regular six-semester cycle. The additional evaluation shall not change the evaluation cycle itself, which begins with the first evaluation.

The adjunct faculty member working in a Student Services area shall be evaluated in accordance with the provisions of this section, as they pertain to the faculty member's job responsibilities.

The evaluator may conduct as many classroom observations as deemed necessary to assess the effectiveness of the instructor. The District Evaluation Form found in Appendix "E" shall be completed by the evaluator after census and forwarded it to the faculty member not later than 15 working days after the end of the semester.

For Instructional adjunct faculty members, student evaluations shall be conducted in random classes if the faculty member is assigned more than one course during the semester of evaluation, using the approved college forms. For Student Services faculty, student evaluations shall be administered according to individual schedules and services rendered. (See Article IX, Section 6.B for more information.) Student evaluations shall be conducted so as to protect the identity of individual students.

The evaluatee has the right to attach written comments to the student evaluations. Such comments may explain unusual circumstances in the evaluated courses. Student evaluation summaries shall be kept confidential; the data shall be shared only with the faculty member involved, the evaluator and/or Division Chairperson, Associate Dean, or Dean. All original student evaluations shall be returned to the evaluatee at the end of the semester/term or after grades are submitted.

All evaluation data collected shall be forwarded to the Division Chairperson, or designee, who shall review the information and forward it to the faculty member and to the Office of Human Resources. Evaluation records, including the summary of the student evaluation, shall be retained in the Office of Human Resources and may not be duplicated without the consent of the faculty member.

In the event of an unsatisfactory evaluation, the adjunct faculty member may request an additional evaluation. For this reevaluation, at least two (2) evaluators shall be selected, including the Division Chairperson, Associate Dean, or designee, and a tenured peer faculty member selected by the Academic Senate. No faculty member may act as a reevaluator if they wrote the original evaluation, unless requested by the evaluatee. All new evaluation data collected shall be forwarded to the appropriate Vice President, who shall review all the evaluation forms and written reports, and provide a final written decision. Any further action deemed appropriate may include, but shall not be limited to, reevaluation the following semester and/or possible loss of future employment. The appropriate Vice President shall also determine whether the unsatisfactory evaluation is to be placed in the faculty member's personnel file.

Section 11. Division Chair Administrative Evaluation

Division Chairs shall be evaluated in both their areas of responsibility (i.e Chair and faculty). In their role as faculty member, they shall continue to be evaluated on their normal three year cycle. In addition, each Division Chair shall be evaluated for their Chair responsibilities on the third year of each five year term that they serve.

The Associate Vice President of Human Resources shall coordinate the Division Chair evaluation schedule with the appropriate Vice President. An Evaluation Committee established to evaluate the Division Chair shall be composed of a Division Chair selected by the evaluatee, who shall serve as Chair of the Evaluation Committee, a full time faculty member and an adjunct faculty member from the Division Chair's division approved by the Division Chair and appointed by the Guild/Senate, and a classified staff member approved by the Division Chair and appointed by the CSEA.

The Evaluation Committee shall assess the Division Chair's overall performance by completing the Division Chair Administrative Evaluation form. The Chair of the evaluation committee shall complete the composite Division Chair Administrative Evaluation form and submit the composite form to the Division Chair's immediate supervisor. All other supporting documents will be destroyed by the Chair of the evaluation committee. The immediate supervisor shall then, after discussion with the Chair of the evaluation committee, complete the assessment of the evaluatee on the Immediate Supervisor form. He/She shall then forward the completed form and the committee's composite evaluation to the appropriate Vice President who shall review the evaluation before placing it in the Division Chair's file in the Office of Human Resources. The evaluatee shall have the right to append a written statement containing his/her views of the evaluation before the evaluation is submitted to the Office of Human Resources.

Section 12. Faculty Involvement in Administrative Evaluation

Administrative evaluation and procedures shall be a matter of Board Policy and Administrative Regulations of the District. The Board policy and procedures shall be developed in consultation with the Guild and the Academic Senate and shall provide for representative faculty involvement in the evaluation process, excluding the Superintendent President, who is evaluated by the Board. Any changes to the Board Policy and Administrative Regulations once adopted shall be made in consultation with the Guild and the Academic Senate.

Section 13. District Enforcement/Disciplinary Action

It is mandatory that each faculty member use the Glendale Community College E-mail system to receive official notices and communication from administrators and their Division Chair. Such notices and communications shall be identified in a different manner than routine emails. Each faculty member must use the College Website to access and submit rosters.

The faculty member is responsible for meeting timelines for Census and Grade Rosters in accordance with the District policy, the California Community College Chancellor's office, and Title V of the California Education Code. Any faculty member who fails to meet the specified timelines shall be subject to enforcement/disciplinary action.

A. Full Time Faculty

1. The first time a faculty member fails to submit their Census roster and/or Grade roster, or Positive Attendance Summary (PAS) by the established deadline, the District shall issue a warning notice to the faculty member, Division Chair, Division Dean and the appropriate Vice President. The notice shall not be placed in the faculty member's personnel file.
2. If the faculty member fails to respond to the warning within seventy two hours, the notice shall be placed in the faculty member's personnel file.

The faculty member shall have to submit either roster in the Admissions and Records Office or in the case of Non Credit faculty, it shall be submitted to the Associate Vice President of Continuing Education.

3. If the faculty member demonstrates a pattern of tardiness, two sessions in the previous two years, in getting their Census roster and/or Grade roster, or PAS submitted on time, then the faculty member shall earn a "Needs to Improve" in the appropriate criteria during the next evaluation.

B. Adjunct Faculty

1. The first time a faculty member fails to submit their Census roster and/or Grade roster, or PAS by the established deadline, the District shall issue a warning notice to the faculty member, Division Chair, Division Dean and the appropriate Vice President. The notice shall not be placed in the faculty member's personnel file.
2. If the faculty member fails to respond to the warning within seventy two hours, the notice shall be placed in the faculty member's personnel file.

The faculty member shall have to submit either roster in the Admissions and Records Office, or in the case of Non Credit faculty, it shall be submitted to the Associate Vice President of Continuing Education.

3. If the faculty member demonstrates a pattern of tardiness, two sessions in the previous two years, in getting their Census roster and/or Grade roster, or PAS submitted on time, the Division Chair shall do one of the following:
 - a. Not award an "exceeds" on the faculty member's next evaluation.
 - b. Not hire the faculty member for the next term.

Section 14. Personnel Files.

Information of a critical or derogatory nature shall not be entered into a faculty member's personnel file until the faculty member has been notified and given the

opportunity to discuss the matter with the responsible administrator. If the item is then placed in the file over the objection of the faculty member, the faculty member shall have the right, within ten (10) working days, to also have included in the file her/his rebuttal to the item in question.

If the faculty member believes that the item is inappropriate, she/he may seek review and request that the item not be entered into the file, as follows:

- A. The faculty member may first seek a recommended disposition from the appropriate Division Chair, Associate Dean, Dean, or Associate Vice President.
- B. Whether or not the faculty member has sought the Division Chair's, Associate Dean's, Dean's, or Associate Vice President's view, and regardless of the substance of the recommendation, the faculty member may appeal the matter to the Superintendent/President. In order to be considered, this appeal must be filed within twenty (20) working days after the faculty member was notified of the item. The Division Chair's recommendation, if any, shall be attached to the appeal. The Superintendent/President shall make the final administrative determination within twenty (20) working days as to whether the material is to be entered into the file or excluded as inappropriate.
- C. If the faculty member wishes to contest the matter further, she/he is entitled to present the matter to the Board of Trustees (in closed session) for final determination. In order to be considered, this appeal must be filed through the Superintendent/President's Office within ten (10) working days after the faculty member received the Superintendent/President's decision. The issue before the Board shall be whether the faculty member has demonstrated that the material is inappropriate. The Board shall make its determination within thirty (30) working days.

When dealing with Non-District persons or agencies, the District shall not furnish personnel file documents or copies, or permit physical access to personnel files, except upon permission from the faculty member or upon legal process. The District personnel who have access to personnel files are limited to the appropriate Division Chair, Associate Dean, Dean, Associate Vice President or Vice President, and the Superintendent/President. The faculty member shall be notified of any such action, unless the legal process requires otherwise.

Section 15. Released Time Evaluation

Any evaluation done in relationship to any released time or extra pay assignment shall be applicable only to the specific task being evaluated and shall in no way impact on the faculty member's status within the District.

Section 16. Joint Evaluations.

If a faculty member other than the Division Chair is designated to perform the classroom observation portion of a faculty evaluation (full- or part-time) it is understood that the designated faculty member shall participate in preparing and co-sign the final evaluation before it is sent to the evaluatee . It is understood that in certain situations that there may not be perfect agreement between both the designated faculty evaluator and the Division Chair regarding the summary evaluation to be submitted. In those cases, the Division Chair's evaluation will take precedence and the contrary opinion of the designated faculty evaluator will be noted.

Section 17. Miscellaneous.

The above procedures are intended to deal with competency and overall performance effectiveness rather than with violations of law or instances of misconduct.

The above procedures are not intended to limit or preclude, at any time, observations, and/or suggestions for improvement from the Division Chair, Dean, Superintendent/President or the appropriate Vice President.

Grievances arising under this Article shall be limited to a claim that the procedures of this Article have not been complied with and shall not contest the standards or judgments of the evaluators or the District.

**FACULTY EVALUATION QUESTIONNAIRE
(INSTRUCTIONAL FACULTY)**

Contract (Tenured)

Faculty Members Name

Division

Read "Definition of Evaluation" on reverse side before completing evaluation.

CRITERIA	Meets or Exceeds Professional Expectations	NEEDS TO IMPROVE	UNSATISFACTORY	N/A	N/O
1. Classroom Performance					
Clarity of presentation	—	—	—	—	—
Organization of course materials	—	—	—	—	—
Mastery of content	—	—	—	—	—
Effective use of class time	—	—	—	—	—
2. Evidence of Student Learning					
Classroom participation	—	—	—	—	—
Encouragement of critical thinking	—	—	—	—	—
3. Relationship with Students					
Respectful treatment of students	—	—	—	—	—
Availability and willingness to assist students beyond the classroom	—	—	—	—	—
Enthusiasm for subject matter	—	—	—	—	—

4. Flexibility in Approaches to Learning

Quality of syllabus, exams, and other course materials _____

Keeping current in the teaching area _____

5. Professional Responsibility

Willingness to participate in on-campus activities _____

Participation in professional organizations and conferences _____

Cooperation with colleagues _____

COMMENDATIONS:

RECOMMENDATIONS:

Student Evaluation Completed

SUMMARY EVALUATION:

Excellent

Competent

Needs to Improve

Unsatisfactory

SIGNATURES

Evaluator _____ Date _____

Evaluatee _____ Date _____

Signature of Evaluatee does not constitute an endorsement of the evaluation. The Evaluatee has the right to append this evaluation with a written statement.

Original copy must be forwarded to Human Resources for the evaluatee's personnel file.

A copy is provided to the evaluatee.

A copy may be kept on file in the evaluator's office.

In the case of evening faculty, a copy may be kept in the Evening College Office.

DEFINITION OF EVALUATION CATEGORIES

MEETS OR EXCEEDS PROFESSIONAL EXPECTATIONS: Performs at or above the academic and professional level ordinarily expected of community college instructors.

NEEDS TO IMPROVE Performs below the academic and professional level ordinarily expected of community college instructors; needs to put forth more effort.

UNSATISFACTORY: Performs on an unacceptable academic and professional level; does not meet minimum standards.

N/A: Not applicable

N/O: Not observed

FACULTY EVALUATION QUESTIONNAIRE

(NON-INSTRUCTIONAL FACULTY)

Contract (Tenured)

Faculty Member's Name _____ Division _____



Read "Definition of Evaluation" on reverse side before completing evaluation.

	EXCELLENT	COMPE- TENT	NEEDS TO IMPROVE	UNSAT- ISFACTO RY	N/A	N/O
1. Service Experience						
Performance	_____	_____	_____	_____		_____
Clarity of presentation	_____	_____	_____	_____		_____
Organization of materials	_____	_____	_____	_____		_____
Mastery of content	_____	_____	_____	_____		_____
Effective use of time	_____	_____	_____	_____		_____

2. Evidence of Student Understanding

Service experience participation

Encouragement of critical thinking

3. Relationship with Students

Respectful treatment of students

Availability and willingness to assist students beyond the learning experience

Enthusiasm for service provided

4. Flexibility in Approaches to Service

Quality of service experience and other supporting materials

Keeping current in the service provided

5. Professional Responsibility

Willingness to participate in on-campus activities

Participation in professional organizations and conferences

Cooperation with

colleagues

COMMENDATIONS:

RECOMMENDATIONS:

Student Evaluation Completed :

SUMMARY EVALUATION:

_____	_____	_____

Excellent Unsatisfactory	Competent	Needs to Improve

SIGNATURES

Evaluator _____ Date _____

Evaluatee _____
Date _____

Signature of Evaluatee does not constitute an endorsement of the evaluation. The Evaluatee has the right to append this evaluation with a written statement.

White copy: Human Resources Yellow copy: Evaluatee Pink copy: Evaluator

DEFINITION OF EVALUATION CATEGORIES

EXCELLENT: Clearly superior to the performance level of most instructors; demonstrates exemplary teaching.

COMPETENT: Meets expected standard of academic and professional performance.

NEEDS TO IMPROVE: Performs below the academic and professional level ordinarily expected of community college instructors; needs to put forth more effort.

UNSATISFACTORY: Performs on an unacceptable academic and professional level; does not meet minimum standards.

N/A: Not applicable

N/O: Not observed

Counselor Evaluation

Contract (Tenured)

Faculty Member's Name

Read " Definition of Evaluation " on reverse side before completing the evaluation.

CRITERIA	MEETS OR EXCEEDS PROFESSIONAL EXPECTATIONS	NEEDS TO IMPROVE	UNSATISFACTORY	NOT APPLICABLE	NOT OBSERVED
1. Presentation/performance Clarity of presentation Organization of material Mastery and currency of content Effective use of time Punctuality & attendance Accomplishment of objectives	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
2. Evidence of Student Understanding Fostering of student participation Encouragement of critical thinking	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
3. Relationship with Students Respectful treatment of students Availability and willingness to assist students with appropriate referrals and follow – up. Enthusiasm for the service provided	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
4. Flexibility in Approaches to students' needs. Quality of interaction and information. Keeping current in knowledge of field Willingness to try new approaches. - Sensitivity to student's level of linguistic skills	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
5. Professional Responsibility Willingness to participate in on-campus activities Participation in professional organizations and conferences.	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____

Cooperation with colleagues	_____	_____	_____	_____	_____
6. Organizational Skills	_____	_____	_____	_____	_____
Thoroughness of record keeping	_____	_____	_____	_____	_____
Quality of organizational & administrative skills	_____	_____	_____	_____	_____

The evaluator MUST attach a written explanation of the ratings in each of the categories (numbered sections 1 – 6).

This should include any commendations of the faculty member's performance of professional duties and/or Recommendations for improvement.

SUMMARY EVALUATION

_____ Meets or exceeds professional expectations

_____ Needs to improve

_____ Unsatisfactory performance

SIGNATURES

Evaluator _____ Date _____

Evaluatee _____ Date _____

Signature of evaluatee does not constitute an endorsement of the evaluation. The evaluatee has the right to append this evaluation with a written statement.

Original copy must be forwarded to Human Resources for the evaluatee's personnel file.

A copy is provided to the evaluatee.

A copy may be kept on file in the evaluator's office.

In the case of evening faculty, a copy may be kept in the Evening College office.

EFFECTIVE DATE: SEPTEMBER 14, 2000

DEFINITION OF EVALUATION CATEGORIES:

MEETS OR EXCEEDS

PROFESSIONAL EXPECTATIONS: Performs at or above the academic and professional level ordinarily
Expected of community college instructors.

NEEDS TO IMPROVE: Performs below the academic and professional level ordinarily expected of
community college instructors.

UNSATISFACTORY: Performs on an unacceptable academic and professional level.

N/A: Not applicable.

N/O: Not observed.

REV. 9/00

LIBRARY FACULTY EVALUATION

Contract (Tenured or for Tenure)

Faculty Member's Name _____ Division _____

Read "Definition of Evaluation Categories" on page 3 before completing the evaluation.

<i>CRITERIA</i>	<i>Meets Or Exceeds Professional Expectations</i>	<i>Needs to Improve</i>	<i>Unsatisfactory</i>	<i>Not Applicable</i>	<i>Not Observed</i>
LIBRARY RESPONSIBILITY					
1. Reference <ul style="list-style-type: none"> • Approachable, encourages patrons to ask questions, follows up on queries • Knows and follows library policies and procedures • Exhibits and continues to acquire knowledge of reference sources 	_____	_____	_____	_____	_____
2. Collection Development <ul style="list-style-type: none"> • Selects appropriate materials -- level, currency, subjects • Encourages faculty participation and coordinates with subject specialists • Weeds/deselects materials • Keeps up with review literature • Knowledgeable about the library's collections 	_____	_____	_____	_____	_____
3. Administrative Activities <ul style="list-style-type: none"> • Knowledgeable and technically competent in area of responsibility • Demonstrates organizational and 	_____	_____	_____	_____	_____

<p>planning skills</p> <ul style="list-style-type: none"> • Develops and implements budget and policy goals • Assumes responsibility and accountability for area activities • Fosters a productive work environment, effective supervision and training • Demonstrates initiative and creativity • Responsive and sensitive to time issues 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. Technology</p> <ul style="list-style-type: none"> • Knowledgeable and applies new information technologies 	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

INSTRUCTION					
<p>1. Classroom performance</p> <ul style="list-style-type: none"> • Clarity of presentation • Organization of course materials • Mastery and currency of content • Effective use of class time • Punctuality and attendance • Were objectives met? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. Evidence of Student Learning</p> <ul style="list-style-type: none"> • Classroom participation • Encouragement of critical thinking 	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<p>3. Flexibility in Approaches to Learning</p> <ul style="list-style-type: none"> • Quality of course overview, syllabus, exams, and other course materials 	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

<ul style="list-style-type: none"> • Keeping current in the discipline • Willing to try new teaching techniques 	_____	_____	_____	_____	_____
RELATIONSHIPS					
1. Relationship with Students <ul style="list-style-type: none"> • Respectful treatment of students • Availability and willingness to assist students beyond the learning experience • Enthusiasm for the service provided 	_____	_____	_____	_____	_____
2. Relationship with colleagues and others <ul style="list-style-type: none"> • Responsible and dependable with coworkers, exhibiting teamwork • Respectful of coworkers • Works effectively with subordinates, peers, superiors, and other faculty and staff and community as appropriate 	_____	_____	_____	_____	_____
PROFESSIONAL RESPONSIBILITY					
3. Willingness to participate in on-campus activities and committees <ul style="list-style-type: none"> • Participation in professional organizations and conferences • Maintains currency and participates in continuing education • Supports academic freedom and encourages academic excellence 	_____	_____	_____	_____	_____

The evaluator MUST attach a written explanation of the ratings in each of the categories that were observed or applicable. This should include any commendations of the faculty member's performance of classroom and professional duties and/or recommendation for improvement.

SUMMARY EVALUATION

_____ Meets or exceeds professional expectations

_____ Needs to improve

_____ Unsatisfactory performance

=====

SIGNATURES

Evaluator _____ Date _____

Evaluatee _____ Date _____

Signature of evaluatee does not constitute an endorsement of the evaluation. The evaluatee has the right to append this evaluation with a written statement.

Original copy must be forwarded to Human Resources for the evaluatee's personnel file.

A copy is provided to the evaluatee.

A copy may be kept on file in the evaluator's office.

In the case of evening faculty, a copy may be kept in the Evening College Office.

DEFINITION OF EVALUATION CATEGORIES:

MEETS OR EXCEEDS

PROFESSIONAL EXPECTATIONS: Performs at or above the academic and professional level ordinarily expected of community college instructors.

NEEDS TO IMPROVE:

Performs below the academic and professional level ordinarily expected of community college instructors.

UNSATISFACTORY:
level.

Performs on an unacceptable academic and professional

N/A:
N/O:

Not applicable
Not observed

Effective Date 9/12/00

FACULTY EVALUATION RATING SHEET
NON-TENURED FACULTY MEMBER

NAME: _____ **CLASS:** _____

DATE OF OBSERVATION: _____ **TIME:** _____

OBSERVER: _____

Prior to the observation, the observer should obtain the course outline. The faculty member being visited may provide the observer with any additional course materials considered appropriate.

CLASS SESSION OR LEARNING EXPERIENCE REVIEW

1. The objectives for the class session/learning experience were achieved.
COMMENTS:

2. The method of presentation was appropriate in meeting the objectives.
COMMENTS:

3. The evaluatee was well prepared for the class session/learning experience.
COMMENTS:

4. The evaluatee communicated effectively with students.
COMMENTS:

5. The evaluatee clarified the objectives for the students.
COMMENTS:

6. Students participated in activities as expected.
COMMENTS:

7. Support Materials (media, manuals, equipment) were appropriately and effectively utilized. (Note if not applicable).
COMMENTS:

ADDITIONAL COMMENTS AND/OR APPROPRIATE SUGGESTIONS THAT MAY ENHANCE PERFORMANCE:

OBSERVER: _____ DATE: _____

COMPOSITE NON-TENURED FACULTY EVALUATION RATING SHEET

NAME OF FACULTY MEMBER _____ DATE OF EXIT INTERVIEW _____

This is a composite report of the evaluations which have been prepared by the Tenure Review Committee established to evaluate this faculty member. This report constitutes the consensus of the committee regarding faculty performance and or recommendation for tenure status.

I. SELF EVALUATION REPORT The committee has reviewed the self evaluation report and makes the following recommendations:

II. FACULTY EVALUATION RATING SHEETS The committee has reviewed class materials and conducted observations of the class sessions or learning experiences. The committee makes the following observations:

COMMENDATIONS:

RECOMMENDATIONS:

COMPOSITE EVALUATION REPORT

III. STUDENT EVALUATIONS This employee was evaluated under the following student evaluation form:

_____ The following observations have been made:

COMMENDATIONS:

RECOMMENDATIONS:

ADDITIONAL COMMENTS AND/OR APPROPRIATE SUGGESTIONS THAT MAY ENHANCE PERFORMANCE:

COMPOSITE EVALUATION FORM

The above listed report represents the consensus of the Tenure Review Committee and is forwarded to the administration for recording and/or action.

COMMITTEE CHAIR: _____

ADMINISTRATOR: _____

DIVISION CHAIR: _____

SECOND PEER: _____

EVALUATEE'S COMMENTS:

The committee makes the following finding for this faculty member:
_____ Meets or Exceeds Expectations _____ Needs Improvement _____ Unsatisfactory

The committee makes the following recommendation for this probationary faculty member:
_____ Continue Probation _____ End Probation _____ Grant Early Tenure
Reason for Recommendation: _____

_____ Grant Tenure at the end of the fourth (4th) year. Number of Votes: _____ For _____ Against

A signature on this form does not constitute acceptance of this evaluation. The evaluatee has the right to append his or her own written comments.

EVALUATEE: --- _____ DATE: _____

THREE-YEAR PROFESSIONAL GROWTH PLAN

ACADEMIC YEAR -- _____

Instructor's Name: _____ Division: _____

As a new faculty member, you are being asked to develop a three-year professional growth plan. Please identify the goals which you would like to address during the next three years as they relate to each area listed below. You shall have an opportunity to modify these goals, if necessary, in future years.

STUDENT CONTACT GOALS:

Year One Goal:

Year Two Goal:

Year Three Goal:

INSTITUTIONAL SERVICE GOALS:

Year One Goal:

Year Two Goal:

Year Three Goal:

PROFESSIONAL SERVICE GOALS:

Year One Goal:

Year Two Goal:

Year Three Goal:

Objective Year Three:

OTHER GOAL:

Objective Year One:

Objective Year Two:

Objective Year Three:

Date: _____

Tenure Candidate Signature _____

Mentor's Signature _____

NON-TENURED FACULTY RESPONSE TO STUDENT FEEDBACK

ACADEMIC YEAR -- _____

Instructor's Name: _____ Division: _____

Describe the technique(s) you used to solicit student feedback this year:

What did you learn about your teaching from the feedback you received?

What adjustments did you make as a result of the feedback you received?

As a result of this student feedback, what goals will you set for improving your teaching?
We value your comments. Please use the space below.

What did you find helpful about this counseling session?

What else can mental health counseling do to serve you better?

General comments:

Revised 6/00

Reemployment Rights Implementation Process

This following is the recommendation of the Reemployment Rights Implementation Committee to the Guild and Administration concerning the means for fulfilling Article VI, Section 17 of the contract currently awaiting Guild Membership approval. It is the understanding of the Committee that both the Guild and the Administration will accept all reasonable suggestions from the Committee.

As currently envisioned, implementation of the Reemployment Rights for Adjunct faculty revolves around Adjunct faculty performance evaluations, student evaluations, and the Adjunct faculty self-evaluation (with supporting documents). The Adjunct faculty to be evaluated fall into two categories: 1) Newly hired Adjunct faculty; and 2) Continuing Adjunct faculty. Let us take each in turn.

Newly hired Adjuncts (hired for Summer Session 2003 or after) will, according to the new contract language, have reemployment rights established “after having received ‘exceeds standard’ in each of the two evaluations required ... during those seven semesters.” Neither the Guild nor the Administration sees any significant problem with this process once a new evaluation form has been accepted by all parties. These evaluations are simply administered within the existing evaluation procedures.

In the second case, continuing Adjunct faculty (hired previous to the Summer Session of 2003) will have reemployment rights established “after receiving two semester of teaching/work credit in a division and having received ‘exceeds standards’ on the evaluation required.” In addition, continuing adjunct faculty “shall be evaluated at the end of the first two semester period following the implementation of this agreement if they agree to an early evaluation.” It is this 2-semester window for conducting evaluations that is the problem. There is a potential for an overwhelming number of both performance and student evaluations during this two semester window.

In order to mediate this potential administrative nightmare, the Committee recommends the mutual acceptance by both the Administration and the Guild of the following implementation provisions:

OUTLINE OF EVALUATION PROCESS FOR CLASSROOM ADJUNCT FACULTY

The process for the evaluation of classroom adjunct faculty, "evaluatee," involves four distinct actions. Attached you will find the Self Evaluation form which is to be completed by the adjunct faculty member as the first step. The self-evaluation is to be forwarded to the Division Chair within the first four weeks of the college term identified for evaluation.

The Division Chair or designee will contact the evaluatee to schedule a classroom observation, producing a written evaluation of observations in each of the four categories noted on the self-evaluation form. The evaluatee will also be contacted to schedule student evaluations of her/his classes.

The final step in the evaluation process is the completion of a Summary Evaluation with commendations and recommendations by the Division Chair (and designee as appropriate) with an overall rating of the evaluatee based on the criteria below. This final evaluation is shared with the evaluatee. The evaluatee has the right to submit written comments regarding this evaluation for his/her file.

SUMMARY EVALUATION DEFINITIONS:

Exceeds professional standards.....

The instructor is innovative, engaging, and creates a learning environment that produces an outstanding educational experience for the students. Students come away excited and knowledgeable about the subject. Exemplary performance outside the classroom may also be considered.

Meets professional standards.....

The instructor knows the subject matter and presents it in an understandable and orderly manner. Students gain knowledge of the key concepts and issues in the course. Satisfactory performance outside the classroom may also be considered.

Needs to improve.....

The instructor has an academic understanding of the subject field, but has difficulty translating that understanding into an effective classroom presentation. Students have trouble grasping core concepts and fail to engage with the subject matter.

Unsatisfactory performance.....

It is not clear that the instructor has the fundamental knowledge in the subject field. Class presentation has little or no relation to accepted course outline. No measurable student learning is evident, and course exit standards appear to be ignored.

EVALUATION CRITERIA:

The points listed here should be used as guidelines for your self-evaluation. They are not a checklist.

Classroom performance

- Clarity of presentation
- Organization of course materials
- Mastery and currency of content
- Effective use of class time
- Punctuality and attendance
- Enthusiasm for the subject matter

Evidence of student learning

- Classroom participation
- Core competencies (including writing across the curriculum, information competency, etc...)
- Evidence of student success
- Encouragement of critical thinking
- Meets the varied educational needs of students

Relationship with students, staff, and colleagues

- Respectful treatment of students
- Availability and willingness to assist students beyond the classroom
- Willingness to participate in on-campus/division activities
- Participation in professional activities
- Positive student evaluations
- Cooperation with colleagues and staff

Approaches to learning

- Quality of course overview, syllabus, exams, and other course materials
- Effective teaching techniques and methodologies
- Inclusion of culturally diverse materials
- Willingness to innovate (collaborative learning, technology in the classroom, service learning, etc...)

OPTIONAL SELF-EVALUATION OF CLASSROOM ADJUNCT FACULTY

Faculty Member's Name

Date

Division

Evaluatee: Please complete the following form by providing recent personal examples within the categories below. When commenting on your performance of classroom and professional duties, please use the appropriate points listed in the sections as guidelines. These are not the only points that you may put forward for consideration.

Comment on methods and activities which may not be observed in a single class session. Address changes in recent semesters that you have made in your approaches in each category below.

Attach up-to-date course outlines, syllabi, handouts, along with representative assignments and exams. You may also attach recent certificates of achievement, course completion grades, published work or other examples of professional development activities pertaining to your subject area.

<ul style="list-style-type: none">• Approaches to learning• Quality of course overview, syllabus, exams, and other course materials• Effective teaching techniques and methodologies• Inclusion of culturally diverse materials• Willingness to innovate (collaborative learning, technology in the classroom, service learning, etc...)	
--	--

SUMMARY EVALUATION DEFINITIONS TO BE COMPLETED BY DIVISION CHAIR OR DESIGNEE

Exceeds professional standards

- The instructor is innovative, engaging, and creates a learning environment that produces an outstanding educational experience for the students. Students come away excited and knowledgeable about the subject. Exemplary performance outside the classroom may also be considered.

Meets professional standards

- The instructor knows the subject matter and presents it in an understandable and orderly manner. Students gain knowledge of the key concepts and issues in the course. Satisfactory performance outside the classroom may also be considered.

Needs to improve

- The instructor has an academic understanding of the subject field, but has difficulty translating that understanding into an effective classroom presentation. Students have trouble grasping core concepts and fail to engage with the subject matter.

Unsatisfactory performance

- It is not clear that the instructor has the fundamental knowledge in the subject field. Class presentation has little or no relation to accepted course outline. No measurable student learning is evident, and course exit standards appear to be ignored.

Summary evaluation including commendations and recommendations.

SIGNATURES

Evaluator_____

Date_____

Division Chair_____

Date_____

Evaluatee_____

Date_____

Signature of evaluatee does not constitute an endorsement of the evaluation. The evaluatee has the right to submit written comments regarding this evaluation for his/her file.

- Original copy must be forwarded to Human Resources for the evaluatee's personnel file.
- A copy is provided to the evaluatee.
- A copy may be kept on file in the evaluator's office.
- In the case of evening faculty, a copy may be kept in the Instructional Services Office.

OUTLINE OF EVALUATION PROCESS FOR COUNSELING ADJUNCT FACULTY

The process for the evaluation of counseling adjunct faculty, "evaluatee," involves four distinct actions. Attached you will find the Self Evaluation form which is to be completed by the adjunct faculty member as the first step. The self-evaluation is to be forwarded to the Division Chair within the first four weeks of the college term identified for evaluation.

The Division Chair or designee will contact the evaluatee to schedule observation, producing a written evaluation of observations in each of the five categories noted on the self-evaluation form. The evaluatee will also be contacted to schedule student evaluations of her/his classes or counseling sessions.

The final step in the evaluation process is the completion of a Summary Evaluation with commendations and recommendations by the Division Chair (and designee as appropriate) with an overall rating of the evaluatee based on the criteria below. This final evaluation is shared with the evaluatee. The evaluatee has the right to submit written comments regarding this evaluation for his/her file.

SUMMARY EVALUATION DEFINITIONS:

- Exceeds professional standards
 - The counselor is innovative, engaging, and creates a learning environment that produces an outstanding counseling/educational experience for the students. Students come away excited and knowledgeable about the subject matter or as a result of a counseling session. Exemplary performance may be based on a combination of counseling session(s) and classroom evaluations.
- Meets professional standards
 - The counselor knows counseling techniques, the subject matter, and presents it in an understandable and orderly manner. Students gain knowledge of the key concepts and issues in the counseling session/course. Satisfactory performance may be based on a combination of counseling and classroom evaluations.
- Needs to improve
 - The counselor has basic understanding of counseling techniques and the subject field, but has difficulty translating that understanding into an effective counseling session or classroom presentation. Students have trouble grasping core concepts and fail to engage with the subject matter.
- Unsatisfactory performance
 - It is not clear that the counselor has the fundamental knowledge in counseling techniques and/or the subject field. Students are not provided with adequate and/or correct information during counseling sessions. Class presentation has little or no relation to accepted course outline. No measurable student learning is evident, and course exit standards appear to be ignored.

OPTIONAL SELF-EVALUATION OF COUNSELING ADJUNCT FACULTY

 Faculty Member's Name

 Date

 Division

Evaluatee: Please complete the following form by providing recent personal examples within the categories below. When commenting on your performance of counseling or classroom activities, please use the appropriate points listed in the sections as guidelines. These are not the only points that you may put forward for consideration.

Comment on methods and activities which may not be observed in a single counseling meeting or class session. Address changes in recent semesters that you have made in your approaches in each category below.

For counselors teaching please attach up-to-date course outlines, syllabi, handouts, along with representative assignments and exams. You may also attach recent certificates of achievement, course completion grades, published work or other examples of professional development activities pertaining to your subject area.

<p>EVALUATION CRITERIA: The points listed here should be used as guidelines for your self-evaluation. They are not a checklist.</p>					
<ul style="list-style-type: none"> • Presentation performance • Clarity of presentation • Organization of materials • Mastery and currency of content • Effective use of time • Punctuality and attendance • Accomplishment of objectives 	<ul style="list-style-type: none"> • Evidence of student learning • Fostering of student participation • Encouragement of critical thinking • Meets the varied educational needs of students 	<ul style="list-style-type: none"> • Relationship with students, staff, and colleagues • Respectful treatment of students • Availability and willingness to assist students with appropriate referrals and follow-up • Enthusiasm for the service provided • Willingness to participate in on-campus/division activities • Participation in professional organizations and conferences • Cooperation with colleagues and staff 	<ul style="list-style-type: none"> • Flexibility in Approaches to students' needs • Quality of interaction and information • Keeping current in knowledge of field • Willingness to try new approaches • Sensitivity to student's level of linguistic skills and cultural diversity 	<ul style="list-style-type: none"> • Organizational Skills • Thoroughness of record keeping • Quality of organizational and administrative skills 	

PART-TIME COUNSELOR EVALUATION

Faculty Member's Name
Division

Date

Evaluator's Name

Date

Evaluator: Please read Summary Evaluation Definitions prior to completing this evaluation. The Summary Evaluation must be substantiated by the narrative comments below. Criteria points are not weighted and therefore the criteria are not a checklist. The points listed in the sections should be used as guidelines for commendations of the counselor's performance of professional duties and/or recommendations for improvement. However, they are not the only points that may be used for your consideration.

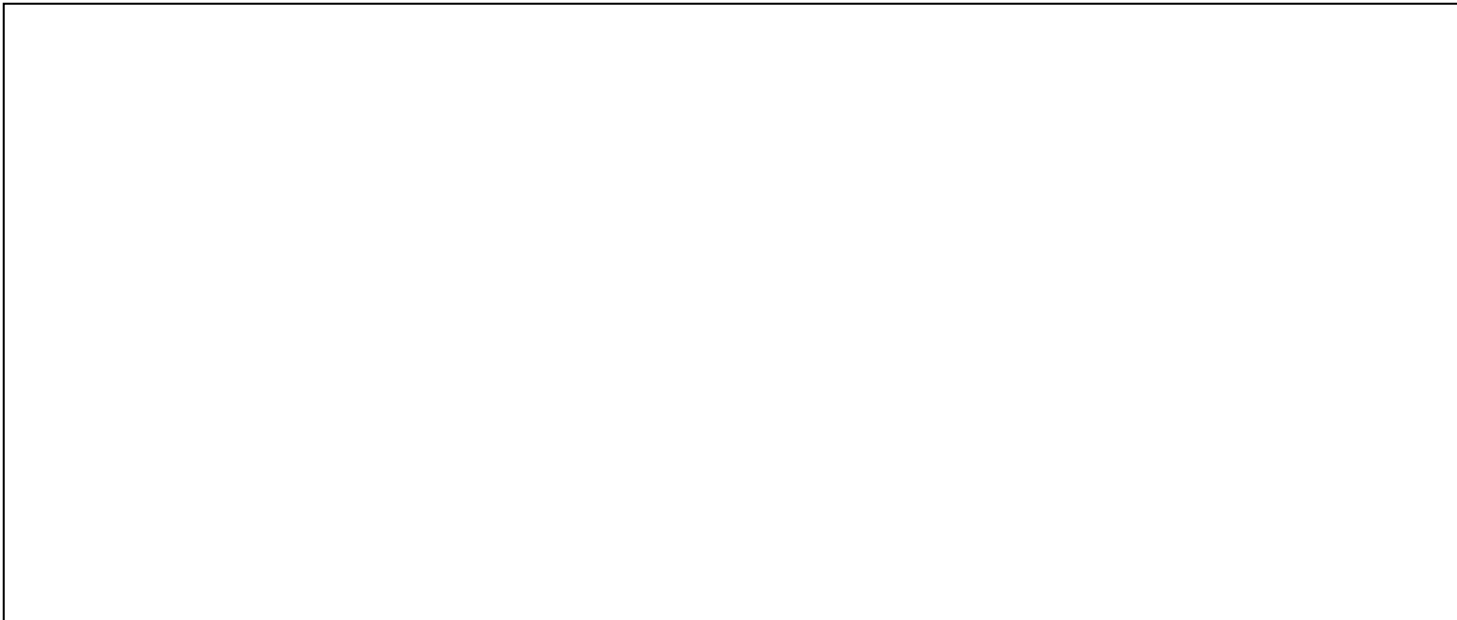
EVALUATION CRITERIA	
<p><u>Presentation performance</u></p> <ul style="list-style-type: none"> • Clarity of presentation • Organization of materials • Mastery and currency of content • Effective use of time • Punctuality and attendance • Accomplishment of objectives 	
<p><u>Evidence of student learning</u></p> <ul style="list-style-type: none"> • Fostering of student participation • Encouragement of critical thinking • Meets the varied educational needs of students 	
<p><u>Relationship with students, staff, and colleagues</u></p> <ul style="list-style-type: none"> • Respectful treatment of students • Availability and willingness to assist students with appropriate referrals and follow-up • Enthusiasm for the service provided • Willingness to participate in on-campus/division activities 	

<ul style="list-style-type: none"> • Participation in professional organizations and conferences • Cooperation with colleagues and staff 	
<p><u>Flexibility in Approaches to students' needs</u></p> <ul style="list-style-type: none"> • Quality of interaction and information • Keeping current in knowledge of field • Willingness to try new approaches • Sensitivity to student's level of linguistic skills and cultural diversity 	
<p><u>Organizational Skills</u></p> <ul style="list-style-type: none"> • Thoroughness of record keeping • Quality of organizational and administrative skills 	

3/4/2010

SUMMARY EVALUATION DEFINITIONS TO BE COMPLETED BY DIVISION CHAIR OR DESIGNEE

_____ Exceeds professional standards	The counselor is innovative, engaging, and creates a learning environment that produces an outstanding counseling/educational experience for the students. Students come away excited and knowledgeable about the subject matter or as a result of a counseling session. Exemplary performance may be based on a combination of counseling session(s) and classroom evaluations.
_____ Meets professional standards	The counselor knows counseling techniques, the subject matter, and presents it in an understandable and orderly manner. Students gain knowledge of the key concepts and issues in the counseling session/course. Satisfactory performance may be based on a combination of counseling and classroom evaluations.
_____ Needs to improve	The counselor has basic understanding of counseling techniques and the subject field, but has difficulty translating that understanding into an effective counseling session or classroom presentation. Students have trouble grasping core concepts and fail to engage with the subject matter.
_____ Unsatisfactory performance	It is not clear that the counselor has the fundamental knowledge in counseling techniques and/or the subject field. Students are not provided with adequate and/or correct information during counseling sessions. Class presentation has little or no relation to accepted course outline. No measurable student learning is evident, and course exit standards appear to be ignored.



SIGNATURES

Evaluator	_____	Date	_____
Division Chair	_____	Date	_____
Evaluatee	_____	Date	_____

Signature of evaluatee does not constitute an endorsement of the evaluation. The evaluatee has the right to append this evaluation with a written statement.

Original copy must be forwarded to Human Resources for the evaluatee's personnel file.

A copy is provided to the evaluatee.

A copy may be kept on file in the evaluator's office.

In the case of evening faculty, a copy may be kept in the Evening College Office.

3/4/2010

SIGNATURES

Evaluator _____

Date _____

Division Chair _____

Date _____

Evaluatee _____

Date _____

Signature of evaluatee does not constitute an endorsement of the evaluation. The evaluatee has the right to append this evaluation with a written statement.

Original copy must be forwarded to Human Resources for the evaluatee's personnel file.

A copy is provided to the evaluatee.

A copy may be kept on file in the evaluator's office.

In the case of evening faculty, a copy may be kept in the Evening College Office.

3/4/2010

OUTLINE OF EVALUATION PROCESS FOR ADJUNCT LIBRARY FACULTY

The process for the evaluation of adjunct library faculty (evaluatee) involves four distinct actions: optional self-evaluation, student evaluations, observations, and summary evaluation. Attached you will find the optional self-evaluation form which may be completed by the adjunct faculty member as the first step. The self-evaluation is to be forwarded to the Division Chair (or designee) within the first four weeks of the college term identified for evaluation.

The Division Chair (or designee) will contact the evaluatee to schedule a library and/or classroom observation, producing a written evaluation of observations in each of the nine categories noted on the self-evaluation form. The evaluatee will also be contacted to schedule student evaluations of her/his library activities.

The final step in the evaluation process is the completion of a summary evaluation with commendations and recommendations by the Division Chair (or designee as appropriate) with an overall rating of the evaluatee based on the criteria below. This final evaluation is shared with the evaluatee. The evaluatee has the right to submit written comments regarding this evaluation for his/her file.

SUMMARY EVALUATION DEFINITIONS:

Exceeds professional standards.....	The librarian is innovative, engaging, and creates a learning environment that produces an outstanding educational experience for the students in the library and/or classroom. Students come away excited and knowledgeable about the library and/or classroom experience. Exemplary performance will be based on a combination of library and classroom evaluations and may include activities performed outside the library.
Meets professional standards.....	The librarian knows the subject matter and presents it in an understandable and orderly manner. Students gain knowledge of the key concepts and issues from the library and/or classroom experience. Satisfactory performance will be based on a combination of library and classroom evaluations and may include activities performed outside the library.
Needs to improve.....	The librarian has a basic understanding of the subject field, but has difficulty translating that understanding into an effective library and/or classroom experience. Students have trouble grasping core concepts and fail to engage with the subject matter. The librarian performs at an academic and professional level below what is ordinarily expected.
Unsatisfactory performance.....	It is not clear that the librarian has the fundamental knowledge in the subject field. The librarian performs at an academic and professional level that is unacceptable.

3/4/2010

Rev. 2/10

7-82

Board Policies &
Administrative Regulations

OPTIONAL SELF-EVALUATION OF ADJUNCT LIBRARY FACULTY

Faculty Member's Name

Date

Division

Evaluatee: Please complete this form by providing recent personal examples of your performance. You may use the categories below as a guide; they are not intended to be used as a checklist. These are not the only criteria that may be put forward for review; you may attach documentation of any recent accomplishments you wish to have considered.

EVALUATION CRITERIA:

Reference

- Approachable, encourages Patrons to ask questions, follows up on queries
- Knows and follows library policies and procedures
- Exhibits and continues to acquire knowledge of reference sources
- Punctuality and attendance

Collection Development

- Selects appropriate materials--level, currency, subjects
- Encourages faculty participation and coordinates with subject specialists
- Weeds/deselects materials
- Keeps up with review literature
- Knowledgeable about the library's collections

Administrative Activities

- Knowledgeable and technically competent in area of responsibility
- Demonstrates organizational and planning skills

- Develops and implements budget and policy goals
- Assumes responsibility and accountability for area activities
- Fosters a productive work environment, effective supervision and training
- Demonstrates initiative and creativity

Technology

- Knowledgeable and competent in new information technologies
- Effectively applies technology in the library and/or classroom
- Assumes responsibility for keeping up with changes in library and information technologies

Classroom Performance

- Clarity of presentation
- Organization of course materials
- Mastery and currency of content
- Effective use of class time
- Punctuality and attendance

- Enthusiasm for the subject matter
- Objectives were met

Evidence of Student Learning

- Classroom participation
- Core competencies (including writing across the curriculum, information competency, etc...)
- Evidence of student success
- Encouragement of critical thinking
- Meets the varied educational needs of students

Approaches to Learning

- Preparation and application of course overview, syllabus, exams, and other course materials
- Effective teaching techniques and methodologies
- Inclusion of culturally diverse materials
- Willingness to innovate (collaborative learning, technology in the classroom, learning/teaching techniques, etc...)

Relationship with Students, Staff, and Colleagues

- Respectful treatment of students and coworkers
- Availability and willingness to assist students beyond the library and/or classroom experience
- Enthusiasm for the service provided
- Responsible and dependable
- Positive student evaluations
- Cooperation with colleagues and staff; exhibits teamwork

Professional Resp.

- Willingness to participate in on-campus activities and committees
- Participation in professional organizations and conferences
- Maintains currency and participates in continuing education
- Supports academic freedom and encourages academic excellence
- Responsive and sensitive to time issues

ADJUNCT LIBRARY FACULTY EVALUATION

Faculty Member's Name

Division

Date

Evaluator's Name

Date

Evaluator: Please read Summary Evaluation Definitions prior to completing this evaluation. The Summary Evaluation must be substantiated by the narrative comments below. Criteria points are not weighted and are not a checklist. The points listed in the sections should be used as guidelines for commendations of the faculty member's performance of classroom and professional duties and/or recommendations for improvement. However, they are not the only points that may be used for consideration.

<i>EVALUATION CRITERIA</i>	
<u>Reference</u> <ul style="list-style-type: none">• Approachable, encourages patrons to ask questions, follows up on queries• Knows and follows library policies and procedures• Exhibits and continues to acquire knowledge of reference sources• Punctuality and attendance	
<u>Collection Development</u> <ul style="list-style-type: none">• Selects appropriate materials -- level, currency, subjects• Encourages faculty participation and coordinates with subject specialists• Weeds/deselects materials• Keeps up with review literature• Knowledgeable about the library's collections	
<u>Administrative Activities</u> <ul style="list-style-type: none">• Knowledgeable and technically competent in area of responsibility• Demonstrates organizational and planning skills• Develops and implements budget and policy goals• Assumes responsibility and	

<p>accountability for area activities</p> <ul style="list-style-type: none"> • Fosters a productive work environment, effective supervision and training • Demonstrates initiative and creativity • Responsive and sensitive to time issues 	
<p><u>Technology</u></p> <ul style="list-style-type: none"> • Knowledgeable and competent in • new information technologies • Effectively applies technology in the library and/or classroom • Assumes responsibility for keeping up with changes in library and information technologies 	
<i>EVALUATION CRITERIA</i>	
<p><u>Classroom Performance</u></p> <ul style="list-style-type: none"> • Clarity of presentation • Organization of course materials • Mastery and currency of content • Effective use of class time • Punctuality and attendance • Enthusiasm for the subject matter • Objectives were met 	
<p><u>Evidence of Student Learning</u></p> <ul style="list-style-type: none"> • Classroom participation • Core competencies (including writing across the curriculum, information competency, etc...) • Evidence of student success • Encouragement of critical thinking • Meets the varied educational needs of students 	
<p><u>Approaches to Learning</u></p> <ul style="list-style-type: none"> • Preparation and application of course overview, syllabus, exams, and other course materials • Effective teaching techniques and methodologies • Inclusion of culturally diverse 	

<p>materials</p> <ul style="list-style-type: none"> • Willingness to innovate (collaborative learning, technology in the classroom, learning/teaching techniques, etc...) 	
<p><u>Relationship with Students, Staff, and Colleagues</u></p> <ul style="list-style-type: none"> • Respectful treatment of students and coworkers • Availability and willingness to assist students beyond the library and/or classroom experience • Enthusiasm for the service provided • Responsible and dependable • Positive student evaluations • Cooperation with colleagues and staff; exhibits teamwork 	
<p><u>Professional Responsibility</u></p> <ul style="list-style-type: none"> • Willingness to participate in on-campus activities and committees • Participation in professional organizations and conferences • Maintains currency and participates in continuing education • Supports academic freedom and encourages academic excellence 	

**SUMMARY EVALUATION DEFINITIONS TO BE COMPLETED BY DIVISION CHAIR OR
DESIGNEE**

- | | |
|--------------------------------------|---|
| _____ Exceeds professional standards | The librarian is innovative, engaging, and creates a learning environment that produces an outstanding educational experience for the students in the library and/or classroom. Students come away excited and knowledgeable about the library and/or classroom experience. Exemplary performance will be based on a combination of library and classroom evaluations and may include activities performed outside the library. |
| _____ Meets professional standards | The librarian knows the subject matter and presents it in an understandable and orderly manner. Students gain knowledge of the key concepts and issues from the library and/or classroom experience. Satisfactory performance will be based on a combination of library and classroom evaluations and may include activities performed outside the library. |
| _____ Needs to improve | The librarian has a basic understanding of the subject field, but has difficulty translating that understanding into an effective library and/or classroom experience. Students have trouble grasping core concepts and fail to engage with the subject matter. The librarian performs at an academic and professional level below what is ordinarily expected. |
| _____ Unsatisfactory performance | It is not clear that the librarian has the fundamental knowledge in the subject field. The librarian performs at an academic and professional level that is unacceptable. |

Summary evaluation including commendations and recommendations:

SIGNATURES

Evaluator	_____	Date	_____
Division Chair	_____	Date	_____
Evaluatee	_____	Date	_____

Signature of evaluatee does not constitute an endorsement of the evaluation.

The evaluatee has the right to append this evaluation with a written statement.

Original copy must be forwarded to Human Resources for the evaluatee's personnel file.

A copy is provided to the evaluatee.

A copy may be kept on file in the evaluator's office.

In the case of evening faculty, a copy may be kept in the Evening College Office.

3/4/2010

DO NOT DUPLICATE

Glendale Community College Student Evaluation of Instructor

Name of Instructor: _____

Course Title: _____

Please rate the performance of the instructor by filling in the appropriate circle. Erase completely any changes you make.

Part I

- 1.The instructor explained the course objectives to me.
- 2.The announced course objectives and what is taught are the same.
- 3.The instructor is well prepared for each class session.
- 4.The instructor starts class on time.
- 5.The instructor gives clear explanations.
- 6.The instructor emphasizes or summarizes the major points in lectures or discussions.
- 7.The instructor is enthusiastic about the subject.
- 8.The instructor's pronunciation is understandable.
- 9.The instructor's tests/assignments emphasize the important aspects of the class.
- 10.The instructor makes useful comments on returned class assignments.
- 11.After an objective (i.e. multiple choice) exam, the instructor discusses the tests in class or makes the correct answers available.
- 12.The instructor clearly explained how I will be graded/evaluated in this class.
- 13.The instructor makes it easy to find out my current grade in the class.
- 14.The instructor is in her/his office during office hours.
- 15.The instructor is available to assist students outside of class.
- 16.The instructor encourages me to think for myself.
- 17.The instructor makes me feel free to ask questions and express my opinion.
- 18.The instructor respects my individual opinions and ideals.
- 19.The instructor promotes an atmosphere of mutual respect among students.
- 20.I learn in this class.

Part II

- 21.This instructor is: A) excellent B) good C) average D) below average E) poor
- 22.This class is: A) excellent B) good C) average D) below average E) poor

Part III

23.

I take classes in the:

- non-credit program
- credit program
- both non-credit and credit programs

Answer if you are taking any **non-credit** courses this semester:

24. Semesters completed in the

non-credit program:

- 0-2
- 3-4
- 5-6
- 7-8

25.

Why are you taking non-credit courses

- ESL or language
- transfer to credit (AA/AS or general ed)
- credit vocational program job training
- non-credit job training
- lifelong learning/personal benefit

9 or more

Answer if you are taking any **credit** courses this semester:

26. College units completed: <input type="radio"/> 0-15 <input type="radio"/> 16-30 <input type="radio"/> 31-45 <input type="radio"/> 46-60 <input type="radio"/> Over 60	27. What requirement does this course fulfill for you? <input type="radio"/> Major <input type="radio"/> Certificate <input type="radio"/> Prerequisite <input type="radio"/> General Education <input type="radio"/> Other/None	28. What is your educational goal? <input type="radio"/> AA/AS degree <input type="radio"/> transfer <input type="radio"/> certificate <input type="radio"/> Job enhancement <input type="radio"/> Lifelong learning
--	---	---

PLEASE USE THE OTHER SIDE FOR WRITTEN COMMENTS

DO NOT DUPLICATE
Glendale Community College
Student Evaluation of Telecourse

Course Title _____

Name of On-Campus Instructor _____

Please answer the following questions by filling the appropriate circle. Use a number 2 pencil only. Erase completely any changed answers.

Part I

- 1.The campus instructor explains the course objectives to me.
- 2.The campus instructor emphasizes or summarizes the major points in videos.
- 3.The campus instructor adds to the textbook and video programs.
- 4.The campus instructor's tests/assignments emphasize the important aspects of the textbook and video programs.
- 5.The campus instructor clearly explains how I will be graded/evaluated in this class.
- 6.The campus instructor is available to assist me outside of class.
- 7.The campus instructor makes me feel free to ask questions and express my opinion during campus sessions.
- 8.The campus instructor promotes an atmosphere of mutual respect among students during campus sessions.
- 9.The campus portion of the course is offered at a time convenient for me.
- 10.I learn in this class.

Part II

- 11.The quality of the video programs is
- 12.The campus instructor's review sessions are
- 13.Overall, the campus instructor is
- 14.Overall, this class is

Part III

15. I take classes in the:
 non-credit program
 credit program
 both non-credit and credit programs

- Answer if you are taking any **non-credit** classes
16. Semesters completed:
 non-credit program:
 0-2
 3-4
 5-6

- 7-8
- 9 or more

Answer if you are taking any **credit** courses this semester:

18.	College units completed:	19.
	<input type="radio"/> 0-15	
	<input type="radio"/> 16-30	
	<input type="radio"/> 31-45	
	<input type="radio"/> 46-60	
	<input type="radio"/> Over 60	

PLEASE USE THE OTHER SIDE FOR WRITTEN COMMENTS

DO NOT DUPLICATE
Glendale Community College
Student Evaluation of Internet Course

Course Title _____

Name of On-Campus Instructor _____

Please answer the following questions by filling the appropriate circle. Use a number 2 pencil only. Erase completely any changed answers.

Part I

- _____ 1.The campus instructor explains the course objectives to me.
- _____ 2.The campus instructor emphasizes or summarizes the major points from class materials.
- _____ 3.The campus instructor adds to the textbook and internet assignments.
- _____ 4.The campus instructor's tests/assignments emphasize the important aspects of the textbook and internet assignments.
- _____ 5.The campus instructor clearly explains how I will be graded/evaluated in this class.
- _____ 6.The campus instructor is available to assist me outside of class.
- _____ 7.I feel free to ask questions and express my opinion during chat sessions.
- _____ 8.Interactions among students reflect an atmosphere of mutual respect.
- _____ 9.Contact with the instructor is convenient for me.
- _____ 10.I learn in this class.

Part II

- _____ 11.The quality of the internet activities is
- _____ 12.The campus instructor's contributions are
- _____ 13.Overall, the campus instructor is
- _____ 14.Overall, this class is

Part III

15. I take classes in the:
 non-credit program
 credit program
 both non-credit and credit programs

- Answer if you are taking any **non-credit** courses t
16. _____ Semesters completed in th
non-credit program:
 0-2
 3-4
 5-6
 7-8

9 or more

Answer if you are taking any **credit** courses this semester:

18.	College units completed:	19.	WH
	<input type="radio"/> 0-15		Co
	<input type="radio"/> 16-30		
	<input type="radio"/> 31-45		
	<input type="radio"/> 46-60		
	<input type="radio"/> Over 60		

PLEASE USE THE OTHER SIDE FOR WRITTEN COMMENTS

DO NOT DUPLICATE
GLENDALE COMMUNITY COLLEGE
STUDENT EVALUATION OF COUNSELOR

Name of Counselor _____

Date _____

Please rate the performance of the counselor you have just seen by filling in the appropriate circle. Place your completed evaluation in the envelope provided and seal it. Place the envelope in the box in the reception area.

PART I	Evaluate the counselor seen today by rating each item with:					
	A	B	C	D	E	
	Strongly agree Agree Neutral/Does not apply Disagree Strongly disagree					
Personal Qualities:						
	A	B	C	D	E	1.This counselor listened to me attentively and showed interest.
	A	B	C	D	E	2.This counselor respected my opinions and values
	A	B	C	D	E	3.This counselor assisted me in a timely and efficient manner.
	A	B	C	D	E	4.This counselor understood my needs.
	A	B	C	D	E	5.This counselor helped me have confidence in my decisions.
	A	B	C	D	E	6.This counselor helped me understand what I need to do to achieve my goals.
Professional Services:						
	A	B	C	D	E	7.This counselor clearly explained and assisted me in completing a Student Education Plan (SEP) leading to my goal(s).
	A	B	C	D	E	8.This counselor clearly explained my assessment (test) results and course placement.
	A	B	C	D	E	9.This counselor clearly explained major and/or career alternatives.
	A	B	C	D	E	10.This counselor clearly explained the requirements for my certificate, degree, and/or transfer goals.
	A	B	C	D	E	11.This counselor clearly explained and assisted me in completing applications (for example: financial aid documents, scholarship applications, university applications, etc.)
	A	B	C	D	E	12.This counselor suggested ways to gain additional information and help.
	A	B	C	D	E	13.Overall rating of this counselor:
A=excellent, B=good, C=average, D=below average, E=poor						
PART II						
	A	B	C	D		14.How many times have you seen a counselor since starting at Glendale College? A=first time, B=2 times, C=3 times, D=4 or more times
	A	B	C	D		15.How many times have you seen this counselor before? A=first time, B=2 times, C=3 times, D=4 or more times
16.Which of the following best describes the reason for your visit today?						
<input type="radio"/> Admission/Financial Aid			<input type="radio"/> Probation/Dismissal			
<input type="radio"/> Degree/Certificate/Transfer Requirements or Career Planning			<input type="radio"/> Personal Counseling/Study Skills			
<input type="radio"/> Registration/Study List			<input type="radio"/> Student Education Plan (SEP) or Unit Admission Petition			
PART III						
	A	B	C			17.I am enrolled in: (A=non-credit program, B=credit program, C=both)
	A	B	C	D	E	18.Semesters completed in the non-credit program: (A=0 to 2, B=3 to 4, C=5 to 6, D=7 to 8, E=9 or more)

<p>19. Why are you taking non-credit courses?</p> <ul style="list-style-type: none"><input type="radio"/> ESL or language<input type="radio"/> transfer to credit (AA/AS or general ed.)<input type="radio"/> credit vocational program job training<input type="radio"/> non-credit job training<input type="radio"/> lifelong learning/personal benefit	<p>20. College units completed:</p> <ul style="list-style-type: none"><input type="radio"/> 0-15<input type="radio"/> 16-30<input type="radio"/> 31-45<input type="radio"/> 46-60<input type="radio"/> Over 60	<p>21. What is your education level?</p> <ul style="list-style-type: none"><input type="radio"/> AA/AS degree<input type="radio"/> transfer<input type="radio"/> certificate<input type="radio"/> Job enhancement/re<input type="radio"/> Lifelong learning/person
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PLEASE USE THE OTHER SIDE FOR WRITTEN COMMENTS

DO NOT DUPLICATE
Glendale Community College
Student Evaluation of Mental Health Counselor

Name of Counselor _____

Date _____

Please rate the performance of the mental health counselor you are currently seeing by placing a mark in the appropriate circle. Please use a Number 2 pencil only. If you need to change an answer, please erase completely.

Place your completed evaluation in the envelope provided and seal it. Place the envelope, with your evaluation in it, in the box provided.

Please indicate your rating by using the following scale:

A Strongly agree b Agree C Neutral/Does not apply d Disagree e Strongly disagree

- | | | | | | | | | |
|---|---|---|---|---|-----|--|-----|---|
| A | b | c | d | e | 1. | This counselor was punctual for my appointment time. | | |
| A | b | c | d | e | 2. | This counselor listened to me attentively and showed interest. | | |
| A | b | c | d | e | 3. | This counselor respected my opinions and values. | | |
| A | b | c | d | e | 4. | This counselor understood my needs in terms of my life experience. | | |
| A | b | c | d | e | 5. | This counselor helped me understand what I need to do to achieve my goals. | | |
| A | b | c | d | e | 6. | This counselor clearly explained the limits of confidentiality. | | |
| A | b | c | d | e | 7. | This counselor clearly explained the mental health services available to me. | | |
| A | b | c | d | e | 8. | This counselor gave me community resource referrals when needed. | | |
| A | b | c | d | e | 9. | My overall rating of this counselor is:
A) Excellent, B) Good, C) Neutral, D) Below Average, E) Poor | | |
| A | b | c | d | | 10. | How many times have you seen a mental health counselor since you started at ACTC/GCC? A) First time, B) 2 times, C) 3 times, D) 4 or more times | | |
| A | b | c | d | | 11. | How many sessions have you had with your current mental health counselor?
A) First time, B) 2 times, C) 3 times, D) 4 or more times | | |
| A | b | c | | | 12. | Which of the following best describes your reason for coming to counseling?
A) Mental Health Counseling, B) Community Referrals, C) Both A and B | | |
| A | b | c | | | 13. | In which program do you currently take classes? (Choose only one)
A) Non-credit program/ACTC (answer 14 and 15 only)
B) Credit program/GCC main campus (answer 14 and 16 only)
C) Both non-credit and credit (answer 14, 15, and 16) | | |
| A | b | c | d | e | 14. | How many semesters have you completed in the program you are in now?
A) 0-2, B) 3-4, C) 4-5, D) 7-8, E) 9 or more | | |
| A | b | c | d | e | f | g | 15. | What program are you a part of at ACTC?
A) General adult education, B) JTPA, C) CalWORKS, D) EDD/CTB,
E) ESL, F) GED/High school diploma, G) Disabled student/rehab |

DO NOT DUPLICATE

Glendale Community College

A b c d E

16. What is your personal educational goal at the GCC main campus?

A) AA/AS degree, B) Transfer, C) Certificate,

Student Evaluation of Health Services

Name of Nurse _____

Please complete the evaluation of the nurse who helped you. The results will give the nurse information on how you feel about his/her effectiveness. In marking this form, be honest and frank as well as fair and appreciative. To insure confidentiality, please fill out this survey and drop it in the box at the reception desk. If you need to change an answer, please erase completely.

Part I

Please indicate an evaluation of the nurse seen today on the following qualities or services by rating each item with:

	A	Strongly agree				b	Agree	C	Neutral
A	b	c	d	e	1.	Makes me feel at ease.			
A	b	c	d	e	2.	Is interested in helping me.			
A	b	c	d	e	3.	Provides an opportunity for me to			
A	b	c	d	e	4.	The nurse is professional and well			
A	b	c	d	e	5.	The health care I received was ac			
A	b	c	d	e	6.	The health care, health education			
A	b	c	d	e	7.	The nurse is knowledgeable of stu			
A	b	c	d	e	8.	The nurse helped me look at alter			
						health decisions.			
A	b	c	d	e	9.	I felt free to ask questions and exp			
A	b	c	d	e	10.	This nurse respects me and unde			

Part II

11. I would return to see this nurse again.

- Y Yes
- N No

12. Overall rating of this nurse:

- A Excellent
- B Above average
- C Average
- D Below average

WE VALUE YOUR COMMENTS. PLEASE USE THE OTHER SIDE OF THIS FORM.

DO NOT DUPLICATE
Glendale Community College
Student Evaluation of Librarian

Name of Librarian _____

Please answer the following questions by completing filling the appropriate circle. Place your completed evaluation in the box in the circulation desk.

Part I

Evaluate the librarian seen today by rating each item with:

	A	Strongly agree				b	Agree	C	Neutral/D
A	b	c	d	e	1.	This librarian was interested in helping me.			
A	b	c	d	e	2.	This librarian was polite to me.			
A	b	c	d	e	3.	This librarian helped me to find the information			
A	b	c	d	e	4.	This librarian knew how to find information on			
A	b	c	d	e	5.	This librarian encouraged me to think for myself			
A	b	c	d	e	6.	This librarian taught me how to use the library			
A	b	c	d	e	7.	This librarian's explanation was clear and accurate			
A	b	c	d	e	8.	This librarian directed me to other libraries or resources			
A	b	c	d	e	9.	This librarian took sufficient time to help me.			
A	b	c	d	e	10.	I am satisfied with the help I received from this librarian			

Part II

Overall rating of this librarian:

	A	Excellent				b	Good	C	Average
A	b	c	d	e	11.	Overall rating for this librarian			

Optional

You may write your comments in this area.

**Glendale Community College District
4020
Board Policy**

Employee Drug Free Workplace Policy

It is the policy of Glendale Community College District to maintain a drug free workplace. The unlawful use, manufacture, distribution, possession, presence, or sale of alcohol, narcotics, or any legally controlled drugs is prohibited. An employee's presence on College owned property, or attendance at a College sponsored or supervised function, while under the influence of alcohol, narcotics, or other legally controlled drugs is prohibited except as expressly permitted by law.

All employees are required to comply with this policy as a condition to their continued employment. An employee convicted under a criminal drug statute for conduct in the workplace must report this conviction within five (5) days to the Director, Human Resources.

References:

Business & Professional Code, Sections 25608 and 25658
Drug Free Schools and Communities Act of 1986 as amended (Public Law 100-297, as amended (20 U.S.C. 3211)
Drug Prevention Programs in Higher Education (34 CFR Part 612)
(Final Regulations June 30, 1988, 53 CFT Part 24884)
Educational Code of California, Sections 76030 through 76037, 87011, 87405, 87735, 87736 and 88022
U.S. Department of Education, General Administrative Regulations, 34 CFR Parts 74, 75, 77, 81, 82, 85 and 86
Federal Criminal Code, 21 U.S.C. Sections 841 through 845
Health & Safety Code, Sections 11350 through 11360.

Adopted: 8/26/91

**GUILD CONTRACT – ARTICLE XII
FACULTY SERVICE AREAS**

Section 1. Minimum Qualifications as Faculty Service Areas

For purposes of Education Code Sections 87743, 87743.1, 87743.2, 87743.3, 87743.4, 87743.5, 87744, and 87745 the list of "Faculty Service Areas" (FSA) in the Glendale Community College District shall be the same list as the Disciplines List of Minimum Qualifications as defined by the Board of Governors in compliance with Education Code Section 87356, 87357, 87358, and 87359. A contract faculty member shall be considered "qualified and competent" in an FSA if the faculty member satisfies any one of the following:

- A. Possesses the minimum qualifications for hire for the discipline of the FSA as defined on the GCC Disciplines List;
- B. Grandparented by any California Credential for the discipline of the FSA;
- C. Met the minimum of three years of practical work experience in the discipline, if such is part of a vocational certificate program.

Section 2. Faculty Service Area Committee

A standing Faculty Service Areas Committee shall be formed composed of two (2) Guild representatives, two (2) Senate representatives, and one (1) administrative representative. The two Guild representatives are appointed by the Executive Committee of the Guild. The two Senate representatives are appointed by the Executive Committee of the Senate. The administrative representative is appointed by the appropriate Vice President.

Section 3. Petitioning a Faculty Service Area

Forms for petitioning of an FSA are available in the Office of Human Resources. It shall be the responsibility of the employee to provide the district with all documentation necessary to substantiate the claim of qualification and competence. This documentation shall be attached to the petition.

If the basis for the application is the set of minimum qualifications listed on the GCC Disciplines List, then the Office of Human Resources sends the complete petition to the FSA Committee, which shall make its decision and sign the FSA Committee Worksheet. The complete petition, together with worksheet, shall be returned to the Office of Human Resources, which will inform the applicant of the decision.

If the basis for the application is an equivalency, then the Office of Human Resources will send the complete application through the appropriate channels as specified in the GCC Policy on the Equivalence to Minimum Qualifications (See IV B and Sec III A).

When the Office of Human Resources has received the decision from the Equivalency Committee and the equivalency procedures are completed, the decision and the applications are forwarded to the FSA Committee to make sure that due process was followed. The FSA Committee shall returned the petition, together with the signed FSA Committee Worksheet, to the Office of Human Resources, which will inform the applicant of the decision.

Section 4. Appeal Process

An applicant may appeal an FSA decision. However, before the appeal is filed, the guidelines in the Equivalency Policy that explain the difference between an appeal and a re-application should be read carefully. If the applicant decides to appeal the decision, he/she must inform the Office of Human Resources, which will follow the appeal guidelines in Sec V of the GCC Policy on the Equivalence to Minimum Qualifications. When the Office of Human Resources has received the appeal decision from the appropriate Equivalency Committee, it will be forwarded to the FSA Committee to make sure that due process was followed. The FSA Committee shall return the complete petition, together with a second signed FSA Committee Worksheet, to the Office of Human Resources, which will inform the applicant of the final decision.

Section 5. Faculty Service Areas for New Employees

Within sixty (60) days of hire the district shall provide each new contract faculty employee a list of those Faculty Service Areas in which he/she is placed as determined by the employees records on file with the District. The Office of Human Resources will notify the new employee of FSA's granted based on the minimum qualifications listed in the GCC Disciplines List. If the employee believes that he/she qualifies for an FSA through equivalency, a petition for that FSA must be submitted following the guidelines in Section 3 of this document.

Section 6. Notification by District

The District shall notify each full time faculty member that they may petition to add an FSA by the date stated in Section 7 of this article. This notification will be sent October 1st.

Section 7. Last Day to Apply

The last day to apply for recognition of a Faculty Service Area for use in any academic year is February 15th, or the next business day, of that academic year.

**Glendale Community College District
Board Policy**

2900

Employee Referral Program

The Glendale Community College District is committed to providing employees with confidential consultation, assessment and/or referral, as well as education programs for all types of personal problems.

Adopted: 2/26/90
Revised: 11/11/93; 1/25/99
Adopted: 2/26/90
Revised: 11/11/93; 1/25/99

GLENDALE COMMUNITY COLLEGE GOVERNANCE POLICY

Original document Approved May, 1989

Revised Document Approved Campus Executive, Spring 1994

Revised Document Approved Campus Executive Committee, January, 1995

Revised Document Approval Campus Executive Committee, September 2000

Revised Document Approval Campus Executive Committee, June 2002

Revised Document Approval Campus Executive, Spring 2003

Revised Document Approval Campus Executive, Spring 2004

MISSION STATEMENT

Governance is a process involving faculty, administrators, classified staff and students in deliberations regarding day-to-day and long-range planning and policies for the college. These deliberations lead to recommendations which the Superintendent/President carries forward to the Board of Trustees for final approval.

PHILOSOPHY OF GOVERNANCE

Governance is the democratic process utilized on campus in decision-making procedures. Successful governance creates an environment of awareness on campus by having each constituency represented throughout the process. To be effective, governance must:

- ✓ **exhibit the capacity to establish directions and goals**
- ✓ **react to internal and external stimuli**
- ✓ **move with diligence & timeliness**
- ✓ **provide the campus community with an annual cycle of planning and budgeting**
- ✓ **ensure that all members of the campus community have an equal opportunity to participate in the decision-making process.**

The process is designed to establish the goals, priorities, and objectives of the college. The exercise of administrative prerogatives must reflect these aims in order to perpetuate an environment of mutuality and trust.

DELINEATION OF GOVERNANCE ISSUES

The task of governance is the continuing development of the institution -- its mission, its educational and financial plans, its direction and its policies. Administrative implementation takes into account the need for the broadest possible constituency participation and information dissemination. The Committee-on-Committees, Campus Executive, is kept informed of governance activities through the various committees' minutes which shall be forwarded to the Governance Office. The motions/actions from committee minutes are reported to Campus Executive through the *Consent Calendar*, which is prepared by the Governance Office, forwarded to the President's office, attached to the Executive agenda and distributed to all members of Campus Executive Committee prior to each Executive meeting. After each Campus Executive Meeting a *Governance Update* listing actions taken by Executive Committee, is published by the governance office and distributed to all employees.

PRINCIPLES OF GOVERNANCE

1. The Board of Trustees has final responsibility and authority for college policies and procedures; any individual may address the Board regarding these policies and procedures.
2. The Board of Trustees charges the Superintendent/President with the responsibility for governance of the institution; in turn, the Superintendent/President creates a structure and systematic process for decision making.
3. The campus governance structure is charged with making recommendations on issues affecting the institution. These recommendations usually travel from subcommittees to standing committees. Standing Committees discuss and review the recommendations prior to sending recommended actions forward to Campus Executive Committee, which is chaired by the Superintendent/President, who in turn is charged with carrying the approved recommendations forward to the Board of Trustees.
4. The college recognizes the role of collective bargaining in certain aspects of policy development and implementation.
5. The college recognizes the Academic Senate's primary responsibility for making recommendations in areas of curriculum and academic standards. (AB 1725)
6. The membership and interrelationships of committees gives the governance structure preeminence in the decision making process.
7. Broad participation from all segments of the campus is encouraged; all five campus constituencies (students, administrative, faculty, classified, and non-bargaining unit classified--hereafter referred to as other classified) (2000) are represented on most governance committees.

8. The president in consultation with its executive committee, of each constituency represented on a committee, appoints its own representatives, taking into account not only the needs of the constituency but also the broader needs of the college. The other classified (non-bargaining unit classified) representative is appointed to committees in consultation with the CEO and the appropriate administrator for that committee.(2000)
9. Any governance subcommittee, through minutes which are forwarded to its respective Standing Committee and the Governance office, can make recommendations to Campus Executive.
10. The college community as a whole is made aware of the governance process and has access to it through constituency representation. A consistent effort is made to keep the campus informed through the publication and distribution of the *Governance Update* and through posting of meeting agendas on the Governance bulletin board in the Administration Building.
11. Governance is facilitated by communication, timely and appropriate notice of meetings, public deliberation, full campus participation and published records.
12. Each governance subcommittee and each governance standing committee is expected to take action minutes (see p. 10, Communications & Operations) . Each subcommittee is charged with forwarding those minutes to its respective members, to the appropriate standing committee, and to the governance office. In turn, standing committees are charged with review and action on minutes received from its respective subcommittees. Standing Committees final actions are forwarded, via minutes, to the governance office for inclusion in the Consent Calendar and to Campus Executive Committee for recommendations to the Board. Minutes, correspondence, and records are the property of the committee or subcommittee and are to remain in their possession. It is the responsibility of the chair to ensure that these files are maintained and passed on to new chairs. (2002)

GOVERNANCE STRUCTURE

The governance structure at Glendale College organizes the decision making process between several Standing Committees and subcommittees. The subcommittees report to one of the following Standing Committees: Academic Affairs, Administrative Affairs, Student Affairs or Campus Executive, the "Committee-on-Committees." Campus Executive Committee, chaired by the Superintendent/President, is responsible for final review and recommendations which are then carried forward to the Board of Trustees by the Superintendent/ President.

The standing committees, as listed above, develop and formulate the plans, policies and procedures for its respective areas of the college and forward, via meeting minutes, these recommendations to Campus Executive for final disposition.

Each of the standing committees assigns specific tasks to subcommittees, which in turn report directly to one of the standing committees or directly to Campus Executive (see

Governance Flow Chart). All members of the campus community are encouraged to bring issues forward to the appropriate subcommittee for discussion and recommendation to the appropriate standing committee.

Membership on governance committees is drawn from the five constituencies on campus – students, administrators, faculty, classified staff, and other classified. Contractual stipulations recognize the American Federation of Teachers (Guild) and the California School Employees Association (CSEA) as the bargaining units for, respectively, certificated and classified staff. Additionally, the Academic Senate has a state mandated role in academic leadership. Management (administration) of the college has a special expertise and knowledge in its role. Membership on a governance committee shall be for a term of four years. After a term is completed the member may be replaced or reappointed if there has not been sufficient interest from another person to serve. If a coordinator of a program is a participant of a governance committee formed out of that program, they will not be asked to rotate off the committee. Students have an important role as consumers and are represented by the Associated Students (ASGCC). Each constituent group is responsible for appointing committee members. The Guild and Senate make all faculty appointments, the CSEA makes all classified appointments, one other classified representative is appointed to committees by the CEO and the appropriate administrator for that committee, and the ASGCC makes all student appointments. The Superintendent/ President, in consultation with the vice-presidents, appoints administrative members to governance committees. If a committee member is absent fifty percent or more over a two-year period, that member will be replaced. It will be the chairs' responsibility to track attendance. ***Governance committee chairs shall be selected annually by internal elections, with the exception of the standing committees (Campus Executive, Academic Affairs, Administrative Affairs, and Student Affairs). (approved by Campus Exec, Spring 2004)***

Though committee members are appointed through one of the five campus constituencies, a listing of all governance committees, each committee's membership and which constituency individual members represent is published and distributed annually through the Governance office. The list is commonly referred to as the "Blue List." Ideally, governance committee rotations occur in the fall. The rotations -- assigning and removing representatives from committees -- are undertaken by each constituency. After the rotations have been completed, and the new information has been received in the Governance Office, an updated "Blue List" is prepared and distributed in the fall to all employees. Changes in representation of constituencies (i.e., the number of seats for the Guild, Senate, other faculty, CSEA, ASGCC and other classified) on the Standing Committees are subject to the approval of the College Executive Committee. Changes in representation of constituencies on an existing subcommittee or representation on a new subcommittee are subject to the approval of its Standing Committee. However, if any constituency objects to the new subcommittee representation, such changes will be referred for resolution to the College Executive Committee. (Spring 2002)

Dedicated membership on all governance committees is essential to a successful operation; therefore, members must reflect expertise, interest, and responsibility for the entire campus community. It is noted that several groups, specifically non-credit and off-campus staff, confidential staff, classified managers, and students are frequently under-represented in the decision making process. Also, the dissemination of information to individuals/departments directly impacted by the decision making process must be clearly defined. The following procedures have been designed with the intent of correcting these problems:

1. It was approved by Campus Executive Committee (Fall, '00) that the CSEA and the ASGCC shall each be allowed to appoint two (2) representatives with full voting rights from their individual constituencies, to each governance committee, where applicable. It was approved by Campus Executive Committee (Fall, '00) that Other Classified employees shall be allowed to have one (1) representative with full voting rights, to each governance committee. Supervisors are encouraged to provide release-time for classified and "other classified" staff to participate on governance committees.
2. While the Committee on Committees and the three standing committees (Academic Affairs, Student Affairs, Administrative Affairs), have restricted representation as listed below, sub-committees do not have the same limitations of faculty and administrative representation. Sub-committees do need to have representation from each constituency where applicable.
3. Students have the least controllable schedules, and even with regularly scheduled meetings occasionally have difficulty attending. Therefore, committees which include student representation should make two student appointments (approved - Campus Executive, spring, '94) to ensure that student representatives are present at governance committee meetings. Student representatives are encouraged to appoint proxies if unable to attend meetings.
4. *Attendance at all committee meetings is mandatory.* When a member (student, faculty, administrative, classified, other classified,) of a campus governance committee will be absent, *the member should make every effort to assign a proxy* who will attend the meeting on the absent member's behalf. The proxy is entitled to full voting rights. It is recommended that the proxy be from the same constituency as the member. The proxy information should be brought to the appropriate committee chair, in writing, and include the date of the meeting, the name of the proxy and, the name of the absent member. Whenever possible, it should be signed by the voting member. If the voting member is away from campus, and therefore unable to sign, the proxy form (available in the Governance office), will be accepted at the meeting with the above requested information and the name and signature of the proxy only.
5. When Campus Executive makes a major decision which will directly impact a specific individual(s) or department(s), the respective vice-president/president for that area shall immediately inform those individuals who will be directly involved with or affected by the decision. Every effort should be made by the designated vice-president to see that the information is dispersed to those affected prior to the distribution of the *Governance Update*.
6. Persons may be appointed to committees and sub-committees by the various constituencies to serve as resources of information, however a resource member will not have voting rights.

BUDGET DEVELOPMENT

The Budget Review subcommittee is responsible for monitoring the budget development process and the ongoing implementation of the annual college budget. Budget Review is responsible for setting priorities within both short-term and long-term income and expense expectations.

The budget process begins with units preparing a recommended budget for their specific area. A participatory process is used within each unit to ensure that requests are responsive to campus needs and reflect established goals and objectives of the college. The units' requested budgets are forwarded to the appropriate Vice-President--Administrative Affairs, College Services, and Instructional Services. The Vice-Presidents then forward area budget priorities to the Budget Review Subcommittee which is charged with recommending to Campus Executive Committee a complete budget proposal. The Superintendent/ President is responsible for presentation of the final budget proposal to the Board of Trustees.

Under the direction of the Vice President of Administrative Services, administrative services personnel will produce the various fiscal documents requested by the budget subcommittee, the Board of Trustees, and various state agencies. Statutory regulations and deadlines, relative to budget development, must be adhered to.

EXECUTIVE COMMITTEE = Committee-on-Committees

MISSION: The Executive Committee constitutes an effective means of gathering information, deliberating and reporting on issues of concern to the college. Executive has several sub-committees which that report directly to it. Executive is the highest governance committee on campus and approves all recommendations which the Superintendent/President is charged with carrying forward to the Board.

ACTIVITIES:

- Serves as the highest and final level of review on governance issues.
- Serves as the review body for governance items going to the Board of Trustees.
- Serves as the campus Committee-on-Committees. It directs governance items through the process.
- Reviews the report of the Budget subcommittee and makes appropriate recommendations on the annual budget.
- Establishes and coordinates the mechanism for long-range planning and the development of the College Master Plan.
- Serves as an appeals body for items rejected at a lower-level in the governance process.
- Oversees the dissemination of information to the campus community.
- Creates Task Force groups, as needed.

SUBCOMMITTEES OF EXECUTIVE:

- Master Plan Task Force
- Community Relations
- Staff Development
- Campus Computer Coordinating Committee
- Budget Review
- Governance Review Committee
- Affirmative Action
- Release Time/Extra Pay
- Web Oversight

CHAIR: Superintendent/President votes only in the event of a tie.

VOTING MEMBERSHIP:

Faculty:	(2) 1 Senate President, 1 Guild President
Classified:	(1) 1 CSEA President
Students:	(1) 1 ASGCC President
Administrators:	(3) Vice-Presidents

NON-VOTING MEMBERS: Secretary to the Superintendent/President
Resource Persons

ACADEMIC AFFAIRS COMMITTEE

MISSION: The Academic Affairs Committee recommends plans, policies, and procedures to the Executive Committee in support of the instructional activities of the college.

ACTIVITIES:

- Develops the instructional component of the College Master Plan
- Prioritizes budget recommendations for the instructional area
- Establishes the academic calendar in cooperation with the Guild
- Works cooperatively with the Academic Senate regarding Graduation Requirements
- Works with the library to develop instructional resources
- Establishes and regulates study abroad programs
- Guides management of the Baja Program and Field Studies
- Develops and administers the Instructional Computing Plan
- Submits recommendations in areas of curricular and academic standards to the Academic Senate for concurrent review and recommendation to the Executive Committee, as appropriate

SUBCOMMITTEES:

1. Curriculum and Instruction
2. Scholars Committee
3. Academic Calendar
4. Graduation Requirements
5. Study Abroad
6. Baja Program
7. Technologically Mediated Instruction

CHAIR: Executive Vice President, Instructional Services votes only in the event of a tie

VOTING MEMBERSHIP: (*approved by Campus Executive Spring 2004*)

Faculty: All Division Chairs not to include the Associate Dean of Nursing (see Administration)

Curriculum and Instruction Committee Co-Chair

Senate President or appointee

1 Senate Representative

1 Guild Representative

3 "Other Faculty", appointed jointly by the Senate and Guild

Classified: 2 Classified reps

Students: 3 ASGCC Representatives

Administration: 9 representatives:

3 Deans, Instruction Services

4 Associate Deans, Instructional Services (including C&I Co-Chair and Dean of Nursing)

1 Administrator from Administrative Services (VP or designee)

Associate Dean, Instructional Technology

Dean, Student Services

Other Classified: 1 Representative

NON-VOTING MEMBERS:

Resource persons: Vice President, College Services

Dean of Admissions and Records

Dean, Library and Learning Resources

STUDENT AFFAIRS COMMITTEE

MISSION: The Student Affairs Committee recommends plans, policies, and procedures to the Executive Committee in support of the range of student services needed to assist students in attaining their educational objectives.

ACTIVITIES:

- Develops the College Services component of the College Master Plan
- Prioritizes budget recommendations for the College Service area
- Reviews and recommends policy relating to students
- Designs and implements an evaluation of the effectiveness of the delivery systems of College Services
- Develops and administrates the College Services Computer Plan
- Maintains responsibility for the college catalogue

SUBCOMMITTEES:

Matriculation
Tuition
International Students
Library and Information Competency
Assessment
Recruitment Committee
Technology Mediated Services

CHAIR: Vice President, College Services
Votes only in the event of a tie

MEMBERSHIP: (*approved by Campus Executive Spring 2004*)

Faculty: Division Chair of College Services
1 Senate Representative
1 Guild Representative
7 "Other Faculty" appointed jointly by the Senate and Guild (to include 4 from College Services, 2 Division Chairs, 1 other faculty.)

Classified: 2 Classified Representatives

Students: 4 ASGCC Representatives

Administration: 8 from College Services, 1 from Administrative Services, and 1 from Instructional Services

Other Classified: 1 Representative

NON-VOTING MEMBERS:

Resource persons: 1 Research and Planning Representative

1 AIS/IT

ADMINISTRATIVE AFFAIRS COMMITTEE

MISSION: The Administrative Affairs Committee recommends plans, policies, and procedures to the Executive Committee to ensure the smooth fiscal operation of the college.

ACTIVITIES:

- Develops the Administrative Services Component of the College Master Plan
- Prioritizes budget recommendations for the Administrative Services area
- Identifies college fiscal resources
- Develops the process and calendar for preparation of annual budget requests.
- Coordinates and distributes the college's annual calendar
- Collects and integrates all cost center budget information into the annual budget request, and ensures that the goals and priorities reflected therein are those in the College Master Plan
- Develops and administers the Administrative Services Computer Plan.
- Makes fiscal recommendations

SUBCOMMITTEES OF ADMINISTRATIVE AFFAIRS:

Parking Committee

Safety Committee

Campus Development

CHAIR: Vice President, Administrative Services votes only in the event of a tie.

VOTING MEMBERSHIP:

Faculty: (4) 1 Senate , 1 Guild, 2 jointly appointed by the Senate and the Guild including one from faculty involved in Specially Funded Programs

Classified: (3) Classified staff

Students: (2) Students appointed by the ASGCC.

Administration: (6) 3 Administrative Services, 1 College Services, 1 Instruction and 1 Non-credit program

Other Classified: 1 Representative

NON-VOTING MEMBERS: Resource persons

COMMUNICATIONS AND OPERATIONS

The work of the governance structure is communicated and facilitated through consistent committee procedures. Committees should adhere to the following format and time-line for the dissemination of information from their respective committees:

- 1) A "Call-for-Agenda-Items" is circulated by the committee chair to each committee's members eight working days prior to the date of the meeting.
- 2) The agenda and related background materials are distributed to committee members at least four working days prior to the scheduled meeting.
- 3) The chairs of the three standing committees are requested to forward action items to the Governance Office within forty-eight hours of the committee meeting. (2002) The minutes of sub-committee meetings should be sent to the Governance office within five working days of the meeting and should include the following:

- **meeting date**
- **time meeting called to order**
- **members present/absent/proxies**
- **guests**
- **motions - name of presenter and seconder**
- **brief summary of discussions regarding motions/actions**
- **vote results (i.e. MSC = moved, second, carried or MSD = moved, seconded, defeated) of motions/actions taken**
- **time of adjournment**
- **name of recording secretary**

- 4) Committees follow Robert's Rules of Order

General campus awareness of governance committees activities will be achieved through the posting of agendas on the Governance Bulletin Board in the Administration Building and through the distribution of the *Governance Update*. (See Delineation of Governance Issues, p. 1.) Minutes from governance committees are available by contacting the committee chair or the Governance Office.

URGENT ACTIONS

On occasion, the Superintendent/President may be required to make urgent decisions on matter that would normally be acted upon through the established governance process. If an emergency meeting of the Campus Executive Committee cannot be convened prior to making the decision, it is incumbent upon the Superintendent/President to immediately inform, *in writing*, the members of the Campus Executive Committee of the action taken.

Grade Change Policy

The college recognizes the long-standing prerogative of faculty to set standards of performance and to apply them to individual students. Therefore, the instructor is considered to be the final authority in determining grades that are assigned to students and that appear on their permanent academic records. The following policies apply to changes of grades except for changes of Incomplete (I) and Withdrawal (W) grades.

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Each student is notified by mail of the grades earned during the term, and these grades become a part of the official record.
2. A change of grade shall occur in cases of clerical error, administrative error, or where the instructor re-evaluates the student's performance and discovers an error in the original evaluation. A clerical error is an error made by the instructor in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or re-examination beyond the specified course requirements.
3. A request for a grade change shall be initiated by the student affected or by the instructor within the next regular semester following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Admissions and Records. If the instructor determines that there is not a valid basis for the change and denies the student's request, the instructor's decision, subject to the appeals process described below, is final.
4. The Change of Grade form, completed and signed by the instructor, noting the basis for the change, shall be approved by the division chairperson prior to being accepted by the Office of Admissions and Records. Once the change of grade is processed, students shall be notified by the Office of Admissions and Records.

Students have the right to formally appeal the final grade in a course. Appeals are limited to situations in which the student believes the grade was prejudicially, capriciously, or arbitrarily assigned. Appeals must first be directed to the instructor of the course, orally or in writing. If further action is necessary, the student should appeal in writing to the division chair and then to the Executive Vice President, Instructional Services. If the issue continues to remain unresolved, a written appeal can be directed to the college Judicial Board. (Students are referred to the college's Grievance Policy and Procedures as stated in the catalog and available at all counselors' offices and the Office of Admissions and Records.)

Reference:

Title, 5, Section 55760

Adopted: 3/18/91

Implementation and Grievance Procedures for Sexual Harassment of Employees

- A. Sexual harassment is a matter requiring unusually prompt attention by authority since failure to act may represent personal damages to the alleged victim. Further, the issues involved are typically very personal and sensitive, and many victims will not risk the delays, publicity and complications attendant to regular grievance procedures. Since this District recognizes the delicate nature of such situations, each step in the grievance procedure will be conducted with discretion in order to maintain a high degree of confidentiality. It is the intent of these procedures to result in prompt recourse and to ensure fairness and equity to both the person alleging the wrong and to the person accused of the wrong.

The District recognizes its responsibility to make every effort to maintain a neutral work and educational environment free of sexual harassment and/or intimidation. For purposes of this policy, examples of conduct which may constitute sexual harassment, and are outside the standards of professional conduct, include:

1. Deliberate or unsolicited verbal comments, gestures, physical contacts of a sexual nature or demeaning to one's gender which are unwelcome and interfere with work or learning productivity; or
 2. Implicit or explicit sexual behavior by a teacher, supervisor, or co-worker to control, influence or otherwise affect the job, salary, course grade, performance evaluation, opportunity for employment or career of an employee, non-district affiliated applicant for employment, or student.
- B. Employees of the Glendale Community College District who believe they are the victims of sexual harassment should promptly notify their immediate supervisor. If the complaint is against the immediate supervisor, the employee's recourse shall be to the Director of Certificated Personnel/Affirmative Action Officer and the complaints will be reviewed and investigated in accordance with the appropriate provisions in the "Evaluation and Review Procedure for Processing Grievances" in the Affirmative Action Policy and Program Manual.
- C. Non-district affiliated applicants for employment/admission to College District programs shall have direct recourse to the Director of Certificated Personnel/Affirmative Action Officer. The complaints will be reviewed and investigated in accordance with the appropriate provisions in the "Evaluation and Review Procedure for Processing Grievances" in the Affirmative Action Policy and Program Manual.
- D. Administrative and supervisory personnel who receive complaints of sexual harassment shall endeavor to obtain all necessary information from the complainant and the accused and shall follow up the complaint with an initial investigation, and notify the Director of Certificated Personnel/Affirmative Action Officer that a complaint has been received and shall keep the Director of Certificated Personnel/Affirmative Action Officer informed as to any developments in the investigation process.

- E. Sanctions: The District will impose appropriate sanctions against employees and students who are found to have engaged in sexual harassment while on or about the campus.
- F. In cases where allegations are found to be totally without merit, the individual who initiated the charges may be subject to disciplinary procedures.

Adopted: 1/25/89

Professional Growth/Flex Guidelines

Staff development is integral to providing an instructional and student service program that will enhance those services and provide students appropriate learning experience to interact in a dynamic and changing society. These regulations provide the guideline for the operation of a comprehensive staff development program.

Intent of Staff Development

It is the intent of the Glendale Community College District to provide staff development opportunities to faculty, classified staff and administration through a comprehensive staff development program. Services that can be utilized will be:

- A. Assistance in attending professional conferences for the discipline or job classification;
- B. Assistance in tuition for pursuing a degree or professional license;
- C. Provide workshops, seminars, and retreats that will focus on learning themes, job needs, or organizational issues;
- D. Provide a focused flex schedule program for faculty needing to meet the flex commitment;
- E. Provide a “resource center” where faculty, staff, and administration can acquire staff development resources;
- F. Provide programs and resources to address the purposes of the state Faculty and Staff Diversity Program and the Faculty and Staff Development Fund.

Financial Resources for Staff Development

The fiscal support for staff development activities will be defined in the annual budget. Additional resources for staff development are made available through the Faculty and Staff Diversity Funds(C.C.R. § 53030) and the Faculty and Staff Development Funds (E.C. § 87150). There are categorical funds that are provided for the following staff development purposes:

- A. Improvement of teaching.
- B. Maintenance of current academic and technical knowledge and skills.
- C. In-service training for vocational education and employment preparation programs.
- D. Retraining to meet changing institutional needs.
- E. Intersegmental exchange programs.
- F. Development of innovations in instructional and administrative techniques and program effectiveness.
- G. Computer and technological proficiency programs.
- H. Courses and training implementing affirmative action and upward mobility programs.
- I. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to programs designed to develop self-esteem.

Staff Development Coordinator

The Glendale Community College District will provide a Staff Development Officer and appropriate support to create, organize, implement, and administer a comprehensive, college-wide professional growth and development program, including Faculty Development, that integrates and systematically addresses the needs of instructional, classified, and management staff; that is highly contributory to the educative process of students; and that is directed toward college goals, objectives, and strategic planning.

This position will organize the Faculty/Staff Resource Center and coordinate campus flex activities for the faculty. The position oversees related policy issues; promotes professional development among all faculty and staff. This will be a faculty position with eighty (80) percent released time.

FLEX ACTIVITIES/CALENDAR

A. Purpose

The flex calendar provides for a variety of activities designed to encourage and support professional enhancement:

staff professional development	curriculum development
research in content area	articulation
instructional options and activities	program review
matriculation	student advising
Continuing education, etc.	

... from Article 8, §84890 of the Education Code of the State of California.

B. General Philosophy

Glendale College, the Guild, and the Academic Senate shall establish the Flex Professional Development Committee (FPDC). The FPDC is a subcommittee of the Campus Executive Committee, but is not part of the GCC shared-governance system. The purpose of the FPDC is to approve as wide a range of individual flex plans (IFPs) as possible, provided they are consistent with the Education Code of the State of California, guidelines published by the Statewide Academic Senate and the Glendale College Flex Policy. Any activity for which faculty members are already compensated for, including regular pay, released time or extra pay, **will not qualify** for flex credit. All flex activities must be directed toward improvement of instruction, counseling, other non-instructional professional skills and/or curriculum betterment, and not directed toward meeting routine professional obligations of the faculty.

Flex activity must not overlap any accountable hours during the regular school term or special assignments for which the faculty member is regularly compensated. Where possible, the 5 days of flex activities will be scheduled outside of the 172 day regular work year (170 teaching days + 2 institute days for the instructional staff or the 183 counseling days + 2 institute days for many of the non-instructional faculty) of accountable time required by the current contract and the California Education Code. Late afternoon or evening hours may be used for optional flex activities if they fall clearly outside of a faculty member's routine work schedule.

C. Flex Obligation

Each faculty member is responsible each year for preparing an Individual Flex Plan (IFP) to account for the number of compensated (paid) student contact hours worked during one week. (The flex requirement for full-time faculty equals thirty (30) work hours.) Counselors and other non-instructional full-time faculty will have the same basic obligation as instructional faculty. Twelve Month Specialists, Professional Experts, the Professional Development Staff, and overload assignments are exempt from flex obligations. Each faculty member's IFP may include optional flex activities, institutionally planned activities or a combination of the two. Recommended activities are included in the Flex Activity Manual.

Flex activities for adjunct faculty are only required during the Spring semester. Each Adjunct faculty is expected to complete one hour of flex obligation for each hour that is taught during one week. (I.e., if you teach three hours a week you will complete three hours of flex obligation.) Failure to attend the prescribed number of flex hours will result in reduced pay on an hour-for-hour or pro rata per diem basis, as per the contract negotiated between the Guild and the District.

Any regular, contract or adjunct faculty member presenting institutionally planned flex workshops will be granted three flex hours for each hour of presentation for the first presentation and two flex hours for each hour of subsequent presentation, as recommended by the Academic Senate for the California Community Colleges.

Faculty whose contract includes Released Time shall be exempted from the 30-hour Flex obligation based on the percentage of their official released time.

Full-time faculty members serving on the FPDC will receive 24 hours of flex credit for each year of service and the chair of the FPDC will receive 30 hours of flex credit. Faculty serving on the Flex Arbitration Committee (FAC) will receive flex credit on an hour-for-hour basis, not to exceed 30 hours, in the year following FAC service.

D. Flex Activity Manual

The Guild and the Academic Senate will maintain a Flex Activity Manual to guide faculty in planning and implementing Flex Activities. The general guidelines for the Flex Activity will be maintained in this document.

E. Flex Professional Development Committee (FPDC)

1. Chair - Shall be the Staff Development Officer and reports to the Campus Executive Committee. The chair is selected by the members of the committee and is responsible for calling meetings and making certain that the duties of the FPDC are carried out. The FPDC chair will submit annual summaries of campus flex activities to the Board through the Campus Executive Committee.
2. Membership - One (1) a faculty member from each division, elected by the division, preferably not the division chair or division senator. Two (2) part-time faculty members (one from credit, one from non-credit) may serve at their discretion. Two (2) administrators selected by the Superintendent/President.

3. Term of Office - Elected faculty will serve two-year terms. Half of the faculty members will be elected each May and begin serving in June.
4. Responsibilities -
 - (a) Review the proposed Individual Flex Plans [IFPs], Flex Completion Reports verifying completion of the IFPs which have been submitted to the FPDC Chair by Division Chairs.
 - (b) Approve IFPs and Flex Completion Reports that meet the FPDC guidelines.
 - (c) Recommend changes if an IFP or Flex Completion Report does not meet FPDC guidelines.
 - (d) Forward disputed IFPs and/or Flex Completion Reports to the FAC, when the FPDC and individual faculty members cannot reach agreement. Notification of the final decisions of the FAC are reported back to the FPDC and the affected faculty member.
 - (e) Forward a summary report to the Office of Human Resources identifying individuals that have not met their flex obligation and listing the number of hours that are incomplete.
 - (f) Meet as needed to review faculty requests for modification of their IFPs.
 - (g) Establish and disseminate criteria for what types of activities are appropriate for flex, consistent with the Education Code, guidelines of the Academic Senate and GCC mission, especially delineating the line between routine professional obligation and professional enhancement that goes beyond the obligation implied in the employment contract.
 - (h) Oversees preparation and distribution of the appropriate forms for the IFPs, Flex Completion Reports and attendance at Institutional Flex activities.
 - (i) Oversees the entire flex process, including the accountability activities.

F. Flex Arbitration Committee(FAC)

1. This committee has final authority to resolve all disputed issues between the **FPDC** and individual faculty members. The chair is selected by the FPDC.
2. Membership - Two (2) Division Chairs (chosen by the Campus Executive Committee); Two (2) Academic Senators (chosen by the Academic Senate); Two (2) members of the Flex Professional Development Committee; & the Superintendent/President or designee.
3. Term of Office - One year terms for all members, except the Superintendent/President.

4. Responsibilities -
- (a) Review IFPs and Flex Completion Reports when there is a dispute requiring arbitration between the FPDC and an individual faculty member.
 - (b) Recommend any necessary modifications in IFPs and Flex Completion Reports in disputed cases.
 - (c) Assess penalties consistent with the agreement negotiated between the Guild and GCCD. Penalties are assessed when no IFP is submitted by a faculty member or an approved IFP is not successfully completed by a faculty member.
 - (d) Conduct an audit of randomly selected Flex Completion Reports to verify that IFP commitments were fulfilled.

PROCESS AND ACCOUNTABILITY

A. Contract and Regular Academic Staff

1. Each faculty member will submit a flex proposal [**IFP**] to his/her Division chair, even if he/she intends to fulfill his/her entire flex commitment by attending Staff Development-provided activities. *Division Chairs will collect the IFPs and submit them to the FPDC chair.* The **FPDC** chair will distribute the submitted **IFPs** to **two FPDC** members for review. *The FPDC may consult Division Chairs for suitability of appropriate activities.* The **FPDC** will request faculty members to modify and resubmit their **IFPs** if they do not meet the established criteria. Faculty must submit modifications to the **FPDC** for committee review. Modified **IFP** will require approval of two **FPDC** members, chosen by the **FPDC** chair.

After fulfilling their flex commitment, faculty members will submit a Flex Completion Report detailing the completion of their flex commitment to the chair of the FPDC.

2. Time Line - FPDC members will meet in May to help plan events for the institutional flex activities scheduled for the following year, and again in September to review IFP proposals and as needed throughout the year.
3. The deadline for faculty submission of IFPs to the Division Chair will be the *first teaching day of the 3rd week of the Fall semester.*
4. The Division Chairs will distribute the IFPs to the FPDC Chair by the *first teaching day of the 4th week of the Fall semester.*
5. The FPDC Chair will distribute the IFPs to FPDC members as they are received; the FPDC members will complete an initial review of the IFPs by the end of the 7th week of the Fall semester.
6. During the 8th week of the Fall semester the FPDC will review IFPs still in question and prepare suggested modifications and return approval notifications to them to the faculty members as quickly as possible.

7. By the end of the 9th week of the Fall semester, faculty members will modify and resubmit their IFPs requiring modification to the FPDC Chair.
8. Resubmitted proposals will be reviewed by the FPDC for final approval during the 10th week of the Fall semester. The FPDC will forward to FAC all IFPs that remain unapproved for dispute resolution.
9. During the 11th week of the Fall semester, FAC will meet with individual faculty members whose IFPs are unapproved. Decisions of the FAC regarding disputed IFPs are final.
10. Faculty members will fulfill their IFP commitments *anytime from June 1 through the last day of instruction in May*.
11. Faculty members will submit the Flex Completion Report detailing completion of their IFPs, providing documentation as required by the FPDC, and send it to the FPDC chair *on or before the Friday that precedes April 15th*. Flex work which is completed after this date will be processed on an as-needed basis by the FPDC.
12. The chair of the FPDC will distribute the Flex Completion Reports to FPDC members for review and, when possible, to the individuals who reviewed the original IFP.
13. By the last day of Spring semester classes, the FPDC will have reviewed all of the Flex Completion Reports and returned them to the FPDC Chair.
14. A summary report of successfully completed Flex Completion Reports will be forwarded by the FPDC chair to the Board of Trustees by June 10th and eventually will be stored in the Office of Human Resources for one year. A summary report of incomplete or disapproved Flex Completion Reports will be submitted by the FPDC chair to the Office of Human Resources for enforcement action.
15. The FAC will meet in June to resolve any remaining disputes over incomplete Flex Completion Reports and assess the appropriate penalties for incomplete flex commitments. The FAC will also conduct an audit of randomly selected completed faculty plans and submit a summary of their findings to the Board of Trustees through the Vice President of Instruction or College Services.

B. Spring-hired Adjunct Academic Staff

During the month of November, the Office of Instruction will distribute a general written notification of flex activities and requirements to faculty teaching hourly classes in the upcoming Spring semester. Individuals not employed during the notification period will receive notification from their division chairperson at the time of acceptance of their Spring assignment. Flex activities for adjunct faculty **only** occur during the Spring semester.

The notification will include the following:

- flex guidelines
- a schedule of planned flex activities for the year

- an IFP contract form

The general schedule as outlined in "A" above will be followed with these modifications:

1. The deadline for faculty submission of IFPs to the Division Chair will be the *first teaching day of the 3rd week of the Spring semester*.
2. The Division Chairs will distribute the IFPs to the FPDC Chair by the *first teaching day of the Spring semester*.
3. The FPDC Chair will distribute the IFPs to FPDC members as they as they are received; the FPDC members will complete an initial review of the IFPs by the end of the 5th week of the Spring semester.
4. During the 6th week of the Spring semester the FPDC will review IFPs still in question and prepare suggested modifications and return approval notifications to them to the faculty members as quickly as possible.
5. By the end of the 7th week of the Spring semester, faculty members will modify and resubmit their IFPs requiring modification to the FPDC Chair.
6. Resubmitted proposals will be reviewed by the FPDC for final approval during the 9th week of the Spring semester. The FPDC will forward to FAC all IFPs that remain unapproved for dispute resolution.
7. During the 10th week of the Spring semester, FAC will meet with individual faculty members whose IFPs are unapproved. Decisions of the FAC regarding disputed IFPs are final.

C. Institutionally Planned Activities

Institutionally planned activities (Institutional Flex Week) will be developed jointly by the Staff Development Office in conjunction with the Staff Development Committee, Division Chairs and the FPDC. In some instances, divisions or departments may wish to develop a unique activity and have it receive "institutionally planned" treatment under this policy. When a division or department plans an activity, the determination of acceptability shall be the responsibility of the Division Chair. With that Division Chair's prior approval, the activity shall be treated under this policy as an "institutionally planned" activity. After approving an activity, the Division Chair shall forward all relevant information about the activity to the Staff Development Coordinator and the FPDC.

Sign-in and verification of attendance at Institutional Flex Week activities will be coordinated by Staff Development. Tabulation of hours completed through Institutional Flex Week and/or Staff Development programs shall be performed by Staff Development and that office shall provide verification of those hours for the FPDC.

D. Penalties

If faculty fail to fulfill flex obligations in the prescribed time period, a salary adjustment will be made. Failure to complete any fraction of a full day of flex activities (6 hours) will result in the loss of an equivalent amount of pro rata pay. If a faculty member uses a Personal Necessity

Leave day and misses a planned flex activity (either optional or institutional) this flex time must be made up before finals week in May or salary adjustments will be made. Adjunct faculty who miss flex activities will lose pay on a pro rata or hour-for-hour basis, depending on whether they are paid hourly or flat rate.

E. Miscellaneous Guidelines

1. The minimum accountable flex unit is one-half hour.
2. Faculty on 4-day per week contracts may use the fifth day for optional flex activities.
3. Faculty with Division Chair-verified nonstandard work hours may complete required flex activities during non-scheduled work times. State guidelines generally recognize a six (6) hour work day; therefore, activities which take place during a faculty member's six (6) hour work day cannot count as flex activities. (This would constitute "double-dipping.") The single exception is that full-time faculty may count as Flex credit up to 20% of Staff Development activities during regular work hours (i.e., luncheon lectures, etc.).
4. A calendar for the current year and appropriate flex forms will be part of the Flex Manual.

c.c.R. §53030
Adopted: 10/10/95

The Rights of the Faculty to Work and Students to learn in a Non-Hostile Educational Environment

Students and faculty alike have the right to work in an environment which fulfills the provisions of the Mission Statement of the College. To accomplish this end, the rights and protections of both student and faculty must be considered.

Students have the right to expect an environment that is conducive to academic achievement and promotes life long learning, an atmosphere that elicits a free flow of creative ideas, analytical thinking, and personal growth, and a setting that is secure from harassment or financial exploitation.

To this end, each faculty member at GCC has the right to expect and the responsibility to create and maintain an orderly environment. Given that students may or may not be aware of proper behavior or skills expectations of the college, each faculty member has the right and the responsibility to establish rules and inform students of these rules in a timely fashion at the beginning of the term. While the specific rules may be governed by issues specific to the discipline, these rules governing behavior must be in compliance with College policy and in keeping with common courtesy. These rules may govern eating and drinking, participation, attendance, timely arrival and dismissal, academic honesty, sleeping, or other behavior which affects the learning environment.

The educational process occurs in an environment that fosters and rewards inquiry while recognizing and respecting differences of opinion. While First Amendment Rights and Academic Freedom are guiding principles that define the rights and the limits of language, these protections do not address the use of abusive language or ridicule by faculty members or the students. The faculty member assumes responsibility to set the tone and to intervene to protect students from abuse by others.

Creating and maintaining a non-hostile environment also requires careful attention to non-verbal forms of communication. Negative non-verbal behavior can be as powerful in creating a negative environment as the spoken word. Because favoritism can have adverse effects on the learning experience of all students, faculty have a responsibility to show even-handed treatment for all students.

While faculty and students alike are responsible for creating the positive learning environment required to meet the Mission Statement of the college, it is possible that conflicts will arise. To adjudicate these conflicts, every faculty member and every student has the right to grieve differences of opinion or alleged violation of the rules. The grievance procedure for students is established in Board Policy and Administrative Regulations 5101, and employee grievances are covered in the Board Policy and Administrative Regulations 4050 and the Guild contract.

Revised 3/11/99

Standards of Student Conduct, Procedural Guidelines and Disciplinary Action

The purpose of this procedure is to provide a prompt and equitable means to address alleged student violations of the Standards of Student Conduct, and provide the involved student or students their due process rights guaranteed by State and Federal constitutional protections. This procedure is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

A. Definitions

1. The term "GCC" is defined as Glendale Community College.
2. The term "student" is defined as all persons enrolled in GCC courses, both full-time and part-time, credit, non credit, and not for credit.
3. The term "GCC "employee" includes any person employed by GCC performing assigned administrative, professional, academic, or staff responsibilities.
4. The term "member of the campus community" includes any person who is a student or GCC employee.
5. The term "GCC premises" includes all land, buildings, facilities, and other property owned, used, or controlled by GCC.
6. The term "organization" is defined as any group of persons who have complied with the formal requirements for official recognition as a GCC club.
7. The term "Campus Judicial Board" is defined as the persons authorized by the Superintendent/President to determine whether or not a student has violated the Standards of Student Conduct and to recommend disciplinary sanctions.
8. The term "shall" is used in the imperative sense.
9. The term "may" is used in the permissive sense.
10. The term "Judicial Officer" is defined as a person designated by the GCC Superintendent/President to be responsible for the administration of an assigned area of the Standards of Student Conduct.
11. The terms "policy" and "regulations" are defined as the rules of GCC as found in publications including, but not limited to, the college catalog, class schedule, student handbook, GCC Board Policy and Administrative Regulations.
12. The term "hazing" is defined as an act that endangers the mental or physical health or safety of a student, or that damages or disturbs public or private property for the purpose of initiation, admission into, affiliation with, or as a condition of membership in a group or organization.

13. The term “good cause” includes, but is not limited to, the offenses defined by Article 3, Section 76033 of the California Education Code.
14. The term “instructional day” is defined as a day during which the college is in session and regular daytime and/or evening classes are held.

B. Jurisdiction

GCC jurisdiction over student disciplinary matters shall be limited to conduct that occurs on GCC premises, or at officially sanctioned or sponsored GCC activities held at off-campus locations.

1. The Dean of Student Affairs shall be the Judicial Officer responsible for administering the Standards of Student Conduct on the main campus, or for college-sponsored activities held at off-campus locations.
2. The Vice President of Instruction shall be the Judicial Officer responsible for administering the Standards of Student Conduct involving academic dishonesty.
3. The Dean of Non Credit Education shall be the Judicial Officer responsible for administering the Standards of Student Conduct at the Adult Community Training Center.
4. The GCC employee designated as the site supervisor shall be the Judicial Officer responsible for administering the Standards of Student Conduct at off-campus sites or study abroad locations.

C. Prohibited Conduct

Any student found to have committed an act of misconduct including, but not limited to, the following behaviors is subject to disciplinary sanctions as outlined in Section D of these regulations.

1. Disruption of the orderly operation of the college including, but not limited to the delivery of GCC instructional, administrative, or student services programs and functions; campus activities sponsored or sanctioned by GCC; other authorized non GCC activities when the act occurs on GCC premises.
2. Violation of published GCC rules, Board policies, and administrative regulations.
3. Knowingly furnishing false information to any GCC employee or campus office for the purpose of completing GCC documents, applications, or forms processed by the college.
4. Forgery, alteration, or other unauthorized use of GCC documents, applications, records, identification, or forms processed by the college.
5. Unauthorized possession or duplication of keys to any GCC premises, entry into or use of any GCC premises, or use of GCC supplies and equipment.

6. Cheating, plagiarism, or other violations of GCC policies and administrative regulations governing academic honesty.
7. Misuse of GCC computer systems in violation of GCC board policies and regulations governing the use of computer and communications technology.
8. Gaming, gambling, or participating in other activities for the purposes of wagering or betting funds.
9. Soliciting or assisting another to perform any act that would violate the Standards of Student Conduct and subject a student to disciplinary sanctions.
10. Violation of judicial and statutory standards of obscenity; engaging in lewd or indecent behavior on campus or at a campus function.
11. Violation of federal, state, or local law on GCC premises, or at GCC sponsored or supervised activities.
12. Failure to comply with directions of GCC employees or law enforcement officers; failure to identify oneself or provide identification to these persons when requested to do so.
13. Use, possession, or distribution of narcotics, other legally controlled substances, or alcoholic beverages except as expressly permitted by law and GCC regulations.
14. Presence on campus or at a college-sponsored function while under the influence of narcotics, other legally controlled substances, or alcoholic beverages except as expressly permitted by law and GCC regulations.
15. Abusive behavior directed toward, or hazing of, a member of the campus community or a campus visitor.
16. Illegal or unauthorized possession or use of firearms, explosives, other weapons, or dangerous chemicals.
17. Sexual harassment of a member of the campus community or a campus visitor including, but not limited to unwelcome sexual advances; requests for sexual favors; other verbal, non verbal, or physical conduct of a sexual nature in violation of GCC board policies and administrative regulations on sexual harassment, and applicable State and Federal laws.
18. Verbal abuse, threats, intimidation, harassment, coercion or other conduct that threatens or endangers the health and safety of a member of the campus community or a college visitor.
19. Assault, battery, or any other physically abusive behavior that threatens or endangers the health and safety of a member of the campus community or campus visitor.

20. Theft or attempted theft of GCC property, or property of a member of the campus community or campus visitor.
21. Actual or attempted vandalism or destruction of GCC property, or property of a member of the campus community or campus visitor.

D. Disciplinary Sanctions

The following sanctions may be imposed upon any student found to have violated the Standards of Student Conduct:

1. Reprimand: Written notice to a student that he or she has violated the Standards of Student Conduct. The reprimand serves as documentation of a student's misconduct, and as a warning to the student that further violations may result in formal disciplinary sanctions.
2. Loss of Privileges: Exclusion from extracurricular activities, removal from campus organizations, or denial of specified privileges for a designated period of time. An organization may also lose campus privileges including, but not limited to, the forfeiture of official recognition by GCC.
3. Restitution: Compensation for loss, damage, or injury. Restitution may take the form of appropriate service, monetary reimbursement, or materials replacement.
4. Removal from Class: Dismissal of a student from class for disruptive behavior. An instructor is authorized to remove a student from class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the Dean of Student Affairs.
5. Administrative Hold: A hold placed on a student's records by the Dean of Admissions and Records to prevent the student from re-enrolling in GCC classes. This action shall be taken when a student has been suspended or permanently expelled from GCC. A hold may also be implemented after a student has failed to attend mandatory disciplinary conferences with the Judicial Officer, and shall be removed after the student has completed the required conference.
6. Suspension: Separation of a student from GCC for a specified period of time, after which the student may be eligible for readmission to the college under specified conditions. There are two types of suspensions:
 - a. Summary Suspension: An interim suspension for good cause designed to prevent a student from endangering the health and safety of the campus community, destroying or damaging GCC premises or property, or disrupting or interfering with the orderly operation of the college. A summary suspension may be imposed pending a Campus Judicial Board hearing, for the purpose of investigation, or as a means of relieving the tension of the campus community or an individual class due to a serious infraction of the Standards of Student Conduct. A student who has been summarily suspended shall be denied access to an individual class or all

GCC premises, and lose specified privileges for which he or she may otherwise be eligible.

- b. **Disciplinary Suspension:** A formal dismissal of a student for good cause. While under disciplinary suspension a student shall be denied access to an individual class or all GCC premises, and lose specified privileges for which he or she may otherwise be eligible.
- 7. **Expulsion:** A permanent dismissal or separation of a student from GCC for good cause when other means of correction fail to result in acceptable conduct, or when the presence of the student causes a continuing danger to the health and safety of the campus community.

Disciplinary Procedures

- 1. Complaints about alleged violations of the Standards of Student Conduct that may warrant formal disciplinary action shall be submitted to the appropriate Judicial Officer.
- 2. The Judicial Officer shall investigate student conduct complaints to determine if an accused student has violated the Standards of Student Conduct, and if so, what disciplinary sanction(s) may be appropriate.
- 3. **Summary Suspension Procedure**

The Judicial Officer is authorized to impose summary suspensions as follows:

- 1. From one or more classes for a period of up to ten (10) days of instruction.
- 2. From all classes and activities of the college for a period of up to ten (10) days of instruction.
- b. The Judicial Officer shall hold a disciplinary conference with the accused student within five (5) instructional days after imposing a summary suspension.

4. Disciplinary Suspension Procedure
 - a. The Judicial Officer is authorized to impose disciplinary suspensions as follows:
 1. From one or more classes for a period of up to ten (10) days of instruction.
 2. From all classes and activities of the college for a period of up to ten (10) days of instruction.
 3. The Judicial Officer shall hold a disciplinary conference with the accused student prior to issuing an authorized disciplinary suspension.
 - b. In addition to the provisions of Section 4(a), the Judicial Officer responsible for administering the Standards of Student Conduct at a study abroad location is authorized to impose disciplinary suspensions as follows:
 1. From all classes and activities of the study abroad program location for the remainder of the school term.
 - a. The terms of this suspension shall include the requirement that the student immediately return home to the address listed on his/her student records at his/her expense. The contracted travel agent for the Study Abroad Program, or the designated site supervisor for the Baja Field Studies Program shall be responsible for coordinating the student's travel arrangements, and providing the student with appropriate assistance to ensure their timely return home.
 - b. This suspension shall only be imposed in consultation with, and with the approval of the Executive Vice President of Instructional Services or his/her designee.
 - c. The Campus Judicial Board is authorized to recommend disciplinary suspensions to the Superintendent/President as follows:
 1. From one or more classes for the remainder of a school term.
 2. From all classes and activities of the college for one or more terms.

3. The Campus Judicial Board shall hold an evidentiary hearing prior to issuing a recommendation for disciplinary suspension.
5. Expulsion Procedure
 - a. The Campus Judicial Board is authorized to recommend a student's permanent expulsion from GCC to the Superintendent/President.
 - b. The Campus Judicial Board shall hold an evidentiary hearing prior to issuing an expulsion recommendation.
 - c. The Board of Trustees shall exercise final review and approval of all student expulsions.
6. Whenever a minor is suspended or expelled from the college, the Superintendent/President or Judicial Officer shall notify the student's parent or guardian in writing.

F. Campus Judicial Board Hearing Procedure

1. The Judicial Officer shall initiate a disciplinary hearing by sending a written request to the chairperson of the Campus Judicial Board. Upon receipt of the request, the chairperson shall convene a formal hearing to review a complaint against a student accused of violating the Standards of Student Conduct.
2. The Campus Judicial Board chairperson shall inform the accused student in writing of the formal complaint and the date, time and location of the mandatory disciplinary hearing. This notice shall include the specific sections(s) of the Standards of Student Conduct the student is accused of violating, a short statement of the facts supporting the accusation, the nature of the discipline that is being considered, and a copy of GCC Administrative Regulation 5420.
3. The Campus Judicial Board shall conduct the hearing no earlier than five (5) school days, and not later than ten (10) school days after the accused student has been officially notified. Continuances or extensions to the maximum time limit for the scheduling of the hearing may be granted at the discretion of the Judicial Board chairperson in consultation with the Campus Judicial Board.
4. The Campus Judicial Board chairperson shall determine the membership of the Campus Judicial Board according to procedures as defined by GCC Administrative Regulation 5101. For student disciplinary hearings, the Campus Judicial Board shall be comprised of two students, two faculty members (one of whom shall serve as chairperson), two classified staff members, and one administrator.

5. Campus Judicial Board hearings shall be conducted according to the following guidelines:
 - a. Campus Judicial Board hearings shall be closed and confidential unless all parties and the Campus Judicial Board agree to a public hearing. In a closed hearing, witnesses shall be present in the room only when testifying, unless all parties and the Campus Judicial Board agree to the contrary.
 - b. If a hearing involves more than one accused student, the Campus Judicial Board chairperson, at his/her discretion, may permit separate hearings for each defendant.
 - c. The Judicial Officer and the accused student shall have the right to be represented by counsel of their choice, at their own expense. The student shall notify the Campus Judicial Board Chairperson if they will be represented by legal counsel at least five (5) instructional days prior to the hearing.
 - d. The Judicial Officer, the accused student, and/or their respective counsels shall have the right to directly participate in the hearing, to introduce evidence, to call and examine witnesses, and to confront and cross-examine witnesses. All witnesses are also subject to examination by the Campus Judicial Board.
 - e. Pertinent records, exhibits and written statements may be accepted as evidence at the discretion of the Campus Judicial Board Chairperson. Formal rules of evidence shall not apply. Any relevant records, exhibits and written statements may be accepted as evidence at the discretion of the Campus Judicial Board Chairperson in consultation with the Campus Judicial Board.
 - f. The Campus Judicial Board Chairperson in consultation with the Campus Judicial Board shall have the final decision on all procedural questions.
 - g. The hearing shall be recorded by electronic means such as audio or video tape, or court reporting service. Only recording devices furnished by the Campus Judicial Board shall be permitted into the hearing. Any witness who refuses to be recorded shall not be permitted to testify. The tapes or transcript of the proceeding shall remain the property of GCC. The Campus Judicial Board Chairperson shall furnish a copy of the record to the accused student at his or her request.
 - h. In consultation with the Campus Judicial Board, the student shall have the right to be served by a translator or qualified interpreter to ensure his/her full participation in the proceedings.

- i. Campus Judicial Board members and GCC employees who participate in Campus Judicial Board hearings shall abide by all applicable State and Federal laws governing the privacy and confidentiality of student educational records.
- j. GCC shall assume the burden of proof by a preponderance of the evidence in all student disciplinary hearings.
- k. The Campus Judicial Board shall deliberate in closed session. These deliberations shall not be electronically recorded and the proceedings shall be confidential.
- l. After the conclusion of the formal hearing, the Campus Judicial Board shall, in closed session, determine by majority vote whether the accused student has violated the Standards of Student Conduct as charged. The Campus Judicial Board shall issue a written report of their findings, including any recommended disciplinary action, to the Superintendent/President for a final review and decision within ten (10) instructional days after the hearing.

G. Appeal Procedures

1. Judicial Officer Rulings

- a. An accused student may appeal any disciplinary findings and sanctions imposed by the Judicial Officer as part of a formal disciplinary conference.
- b. The student shall submit a written appeal to the Superintendent/President within five (5) instructional days after the formal disciplinary conference.
- c. These sanctions are limited to those authorized by Administrative Regulation 5420, Section B that do not require a formal hearing by the Campus Judicial Board.
- d. The Superintendent/President shall review the formal complaint, the specific charges of misconduct, written statements, incident reports, and other documentary evidence.
- e. Upon review of the appeal, the Superintendent/President may reduce, but not increase, the sanctions imposed by his/her designee.
- f. The Superintendent/President's decision shall be final and binding.

2. Campus Judicial Board Rulings

- a. An accused student may appeal any disciplinary findings or sanctions imposed by the Campus Judicial Board to the Superintendent/President. The student shall file a written notice of the appeal with the Superintendent/President within five (5) instructional days after being officially notified of the Campus Judicial Board's ruling.
- b. Except as required to explain the basis of new evidence, an appeal shall be limited to a review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:
 - 1. To determine whether the original hearing was conducted fairly in light of the charges and evidence presented, and in conformity with established procedures, giving the accused student a reasonable opportunity to prepare and present a rebuttal of those allegations.
 - 2. To determine whether the Campus Judicial Board decision was based on substantial evidence, that is, whether the facts in the case were sufficient to establish that a violation of the Standards of Student Conduct occurred.
 - 3. To determine whether the sanctions imposed were appropriate for the violation of the Standards of Student Conduct that the student was found to have committed.
- c. After receiving the report of findings and recommended disciplinary action from the Campus Judicial Board and a written appeal, if any, from the accused student, the Superintendent/President may, at his/her discretion, take the following actions:
 - 1. Accept the Campus Judicial Board findings and implement the recommended disciplinary action.
 - 2. Accept the Campus Judicial Board findings and implement lesser disciplinary sanctions than those that were recommended.
 - 3. Reject the Campus Judicial Board findings and the recommended disciplinary action.
 - 4. Remand the case back to the Campus Judicial Board for reopening of the hearing to allow for reconsideration of the original findings or sanctions.
- d. If the Superintendent/President accepts a Campus Judicial Board recommendation to expel a student from the college, the case shall automatically be referred to the Board of Trustees for review and a final, binding decision.

1. The student may file a written appeal of the expulsion to the Board of Trustees. The written appeal shall be submitted to the Superintendent/President within ten (10) instructional days from the date of the written notice of the Superintendent/President's ruling.
2. The expulsion recommendation shall be presented as an agenda item for the next regularly scheduled meeting of the Board of Trustees.
3. Except as required to explain the basis of new evidence, the review by the Board of Trustees shall be limited to an examination of the supporting documents and verbatim record of the initial hearing.

However, the Board may accept written arguments from the accused student and the Superintendent/President's designee.

4. The Board of Trustees may hold a closed session to review the expulsion recommendation, and hear oral arguments from the Judicial Officer, the accused student, and/or their respective counsels.

Reference: California Education Code, Sections 66017, 66300, 76030 - 76037

Adopted: 7/15/91

Revised: 2/20/01; 2/22/05

Student Grievances, Student Grade Appeals, Campus Judicial Board

A. Student Grievances

1. Purpose

a. The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances against actions by GCC and GCC employees in areas including, but not limited to, the following:

1. The exercise of rights of free expression protected by the California and United States constitutions, Education Code Section 76120, and GCC Board Policy and Administrative Regulation 5410.
2. Violation of published GCC rules, Board policies, and administrative regulations.

b. This procedure does not apply to the following:

1. Student disciplinary actions, which are governed by the provisions of GCC Board Policy and Administrative Regulation 5420.
2. Police citations
3. Financial aid eligibility, probation, and dismissal which are governed by the Financial Aid Appeals Process.
4. The evaluation of the professional competence or job performance of a GCC employee.

2. Definitions

- a. The term "GCC" is defined as Glendale Community College.
- b. The term "student" is defined as a person currently enrolled in GCC college credit and/or non-credit courses, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).
- c. The term "GCC employee" includes any person employed by GCC performing assigned administrative, professional, academic, or staff responsibilities.
- d. The term "shall" is used in the imperative sense.

- e. The term “may” is used in the permissive sense.
 - f. The terms “policy” and “regulations” are defined as the rules of GCC as found in publications including, but not limited to, the college catalog, class schedule, student handbook, GCC Board Policy and Administrative Regulations.
 - g. The term “respondent” is defined as any person claimed by a grievant to be responsible for the alleged grievance.
 - h. The term “instructional day” is defined as a day during which the college is in session and regular classes are held.
3. Student Grievance Procedures
- a. Informal Resolution
 - 1. Informal meetings and discussions between persons directly involved in a grievance are essential at the outset of a dispute and are encouraged at all stages.
 - 2. Any student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis with the GCC employee with whom he/she has the grievance prior to requesting a grievance hearing.
 - 3. If a student cannot resolve a grievance directly with the involved GCC employee, the student may request a meeting with the appropriate administrator/manager or division chairperson.
 - 4. The administrator/manager or division chairperson shall meet with the student in an attempt to resolve the issue, and may meet with the student and GCC employee either jointly or separately.
 - b. Administrative Hearing
 - 1. If no informal resolution is reached with the administrator/manager or division chairperson that is satisfactory to the student, the student may request an administrative hearing with the appropriate senior GCC administrator as follows:
 - a. Instructional Services employees: Vice President, Instructional Services or designee
 - b. College Services employees: Vice President, College Services or designee
 - c. Administrative Services employees: Vice President, Administrative Services or designee
 - d. College administrators: Superintendent/President or designee

2. The student shall initiate the administrative hearing process by filing a written statement of the grievance with the appropriate senior administrator identified above within the next regular semester, as specified in the applicable class schedule, following the events giving rise to the grievance.
3. The senior administrator holding the administrative hearing shall meet with the student and GCC employee either jointly or separately to hear both sides of the complaint.
4. The senior administrator shall attempt to settle the grievance through mediation, negotiated agreement, or other mutually acceptable resolution.
5. The senior administrator shall communicate the final outcome or resolution to the involved parties within ten (10) instructional days after the conclusion of the administrative hearing.

B. Student Grade Appeals

1. Introduction

- a. The purpose of this procedure is to provide a prompt and equitable means of resolving a student's dispute of the assigned final grade for a course and academic decisions (temporary removal from a lab or classroom setting) consistent with the rights and responsibilities of the student, faculty member, and District.
- b. Inherent in the traditional concept of academic freedom is the right of a faculty member to be the sole judge of the academic standards employed in his/her classes and to evaluate the quality of student work.
- c. A student has the right initially to an informal review and explanation of his/her grade by the instructor who in turn has the obligation to provide such a review. However, a student may only appeal a grade or academic decision if he/she is prepared to carry his/her burden of proving one or more of the following conditions as specified in California Education Code Section 76224(a), California Code of Regulations Section 55760(a), and GCC Board Policy 5190: a mistake in the assignment of the grade or in the process of its recording, or fraud, or bad faith, or incompetence.
- d. The student shall assume the burden of proof based on a preponderance of the evidence in all grade appeal cases.

- e. The student shall initiate the grade appeal process by filing a grade appeal form with the instructor with copies to the division chair and appropriate dean within the next regular semester, as specified in the applicable class schedule, following the award of the original grade.

2. Grade Appeal Procedure

a. Informal Resolution

1. Informal meetings and discussions between persons directly involved in a grade appeal are essential at the outset of a dispute and are encouraged at all stages.
2. A student who has a grade appeal shall make a reasonable effort to resolve the matter on an informal basis with the instructor.
3. If a student cannot resolve a grievance directly with the instructor, the student may request a meeting with the appropriate division chairperson.
4. The division chairperson shall meet with the student in an attempt to resolve the grade appeal, and may meet with the student and GCC employee either jointly or separately.
5. If the student and instructor agree to an informal resolution, then the instructor is advised to note in his/her grade records that the matter has been resolved.
6. If the involved parties cannot find a mutually acceptable resolution and the student requests to continue his/her pursuit of a grade appeal, then the division chairperson shall refer the student in writing to the appropriate dean or designee for an administrative conference, and shall provide the student and dean a written statement indicating that an informal resolution was not reached.

b. Unavailability of the Instructor

If the instructor is unavailable to participate in the informal resolution process (i.e. no longer employed by the District,

no available forwarding telephone number or contact address, failure to reply to communications from the District), the division chairperson shall initiate the following procedures:

1. The division chairperson shall contact the appropriate dean or designee who shall monitor the informal grade appeal process.
2. The division chairperson shall convene a panel that includes two additional faculty members from the involved instructional division to review the student's grade appeal and attempt to establish an informal resolution for the grievance.
3. If the student and the faculty panel cannot find a mutually acceptable resolution and the student requests to continue his/her pursuit of a grade appeal, then the division chairperson shall refer the student in writing to the appropriate dean or designee for an administrative conference, and shall provide the student and dean a written statement indicating that an informal resolution was not reached.

c. Administrative Conference

If the informal resolution process does not produce a result that is satisfactory to the student, the student may request an administrative conference with the appropriate dean or designee within ten (10) instructional days after the completion of the informal resolution process as specified in Section B(2)(a)(6) and Section B(2)(b)(3). The appropriate dean or designee shall initiate the following procedures:

1. Within ten (10) instructional days following the student's request for an administrative conference, the appropriate dean or designee shall arrange to meet with the involved parties either jointly or separately to hear the student's complaint and the instructor's response.
2. During the administrative conference the appropriate dean or designee shall ensure that each side has ample opportunity to state its case; determine the specific facts in the grievance; attempt to resolve the matter through compromise, negotiated settlement, or a recommendation that is satisfactory to all involved parties.
3. If the appropriate dean or designee cannot facilitate a mutually acceptable resolution to the involved parties through the administrative conference and the student requests to continue his/her pursuit of a grade appeal, then the appropriate dean or designee shall advise

the student of his/her right to request a formal
Campus Judicial Board hearing for the grade appeal.

3. Formal Grade Appeal Hearing

If the informal hearing process does not produce a result that is satisfactory to the student and he/she wishes to continue the grade appeal process, then the student shall submit a written request for a Formal Grade Appeal hearing with the appropriate dean or designee within ten (10) instructional days after the completion of the administrative conference. The appropriate dean or designee shall forward the Formal Grade Appeal hearing request to the Campus Judicial Board Chairperson.

- a. The written request for a Formal Grade Appeal hearing shall include the names of the involved parties, state the allegations upon which the grade appeal is based, the specific relief sought, any witnesses and/or counsel requested, and the signature of the student requesting the Formal Grade Appeal hearing.

4. Formal Grade Appeal Procedures

- a. The Campus Judicial Board Chairperson shall send written notification of the Formal Grade Appeal hearing to the student, instructor, division chairperson, appropriate dean or designee, and Vice President of Instruction within ten (10) instructional days after the receipt of the Formal Grade Appeal. This notification shall include the date, time, and location of the Campus Judicial Board hearing.
- b. The Campus Judicial Board shall conduct the Formal Grade Appeal hearing no earlier than ten (10) instructional days after the student and instructor have been officially notified of the hearing

5. Campus Judicial Board Hearing Procedures:

- a. Campus Judicial Board hearings shall be closed and confidential unless all parties and the Campus Judicial Board agree to a public hearing. In a closed hearing, witnesses shall be present in the room only when testifying, unless all parties and the Campus Judicial Board agree to the contrary.
- b. Each party to the Formal Grade Appeal shall have the right to representation by counsel of their choice at their expense. The student shall notify the Campus Judicial Board Chairperson if they will be represented by legal counsel at least five (5) instructional days prior to the hearing.
- c. Each party shall have the right to present oral and written statements, witnesses, and other relevant evidence as appropriate.

- d. Each party shall have the right to examine evidence and supporting documents.
- e. Formal rules of evidence shall not apply. Any relevant records, exhibits and written statements may be accepted as evidence at the discretion of the Campus Judicial Board Chairperson in consultation with the Campus Judicial Board.
- f. The hearing shall be recorded by electronic means such as audio or videotape, or by court reporting service. Only recording devices furnished by the Campus Judicial Board shall be permitted into the hearing. Any witness who refuses to be recorded shall not be permitted to testify.
- g. The tapes or transcript of the proceeding shall remain the property of GCC. The Campus Judicial Board Chairperson shall furnish a copy of the record to either party at their request.
- h. At the beginning of every Campus Judicial Board hearing, all parties present shall be orally identified by name for the record.
- i. The Campus Judicial Board Chairperson shall instruct all parties present at the formal hearing to identify themselves when speaking and instruct all present that only one person is to speak at a time so the recording will be understandable.
- j. In consultation with the Campus Judicial Board, the student shall have the right to be served by a translator or qualified interpreter to ensure his/her full participation in the proceedings.
- k. The Campus Judicial Board Chairperson in consultation with the Judicial Board shall be responsible for determining the relevancy of presented evidence and testimony, number of witnesses permitted to testify, and the time allocated for testimony and questioning.
- l. The Campus Judicial Board Chairperson in consultation with the Judicial Board shall be responsible for instructing and questioning witnesses.
- m. The Campus Judicial Board Chairperson in consultation with the Judicial Board shall be responsible for dismissing any witnesses who are disruptive or fail to follow instructions.
- n. The Campus Judicial Board Chairperson in consultation with the Campus Judicial Board shall have the final decision on all procedural questions.
- o. Campus Judicial Board members and District employees who participate in Formal Grade Appeal hearings shall abide by all applicable State and Federal laws governing the privacy and confidentiality of student educational records.

6. Campus Judicial Board Deliberations and Reporting Procedures

- a. The Campus Judicial Board shall deliberate in closed session. These deliberations shall not be electronically recorded and the proceedings shall be confidential.
- b. Based on the examination of supporting documents and the verbatim record of the hearing, the Campus Judicial Board may take the following actions:
 - 1. Accept the Formal Grade Appeal and recommend an administrative grade change.
 - 2. Reject the Formal Grade Appeal.
 - 3. Make related recommendations as appropriate.
- c. The Campus Judicial Board shall issue a written decision that includes a summary of the Formal Grade Appeal, specific factual findings and conclusions regarding whether a rationale for a grade change has been established according to applicable laws, and recommendations for the relief, if any, that should be afforded to the student.
- d. The Campus Judicial Board shall issue a written report of their findings including recommended actions to the Superintendent/President for a final review and decision within fifteen (15) instructional days after the Formal Grade Appeal hearing.

7. Final Review by the Superintendent/President

- a. After receiving the report of findings and recommended actions from the Campus Judicial Board, the

Superintendent/President may at his/her discretion take the following actions:

- 1. Accept the Campus Judicial Board findings and implement the recommended actions.
- 2. Accept the Campus Judicial Board findings and implement lesser actions than those that were recommended. The College Superintendent/President may reduce but not increase the recommended actions of the Campus Judicial Board.
- 3. Remand the case back to the Campus Judicial Board for reopening of the hearing to allow for reconsideration of the original findings or recommended actions.

4. Reject the Campus Judicial Board findings and recommended actions.
- b. Within ten (10) instructional days following the receipt of the Campus Judicial Board's decision and recommendations, the Superintendent/President shall send a written decision to the involved parties that includes his/her specific factual findings, conclusions, and directives.
- c. The Superintendent/President's decision shall be final and binding in all Formal Grade Appeal hearings.

C. Campus Judicial Board

1. Campus Judicial Board Chairperson

- a. The Superintendent/President shall nominate a tenured faculty member to serve as Chairperson of the Campus Judicial Board by October 1 of each academic year.
- b. The nomination shall be confirmed by a majority of the Academic Senators.
- c. The Chairperson shall serve a one-year term. There shall be no limits on the number of times a faculty member can be nominated for or serve as Chairperson.
- d. If the Chairperson's seat becomes vacant, or a nominee is not confirmed by the Academic Senate, the Superintendent/President shall make another nomination prior to the next regularly scheduled meeting of the Academic Senate.

2. Campus Judicial Board Composition

- a. The Superintendent/President shall establish a pool of a minimum of twenty-seven (27) members of the college community, including a minimum of ten (10) students, a minimum of seven (7) tenured faculty members, a minimum of five (5) classified staff, and a minimum of five (5) administrators from which one or more Campus Judicial Board hearing panels may be appointed.
- b. Student appointments shall be made by the Associated Students of Glendale Community College (ASGCC) Legislature in consultation with the Dean of Student Affairs.
- c. Faculty appointments shall be made by the Academic Senate.
- d. Classified staff appointments shall be made by the California School Employees Association (CSEA).

- e. Administrator appointments shall be made by the Superintendent/President.
 - f. Appointments to the Campus Judicial Board pool shall be made by October 1 of each academic year. Members shall serve a one-year term with no limits on the number of times they can be nominated for or serve on the Board.
3. The Campus Judicial Board Chairperson shall select the membership of the Campus Judicial Board for formal hearings in accordance with the following:
- a. Campus Judicial Board hearing panels for student discipline cases shall be comprised of two (2) students, two (2) faculty members (one of whom shall be the Campus Judicial Board Chairperson), two (2) classified staff members, and one (1) administrator.
 - b. Campus Judicial Board hearing panels for student grade appeals shall be comprised of two (2) students, three (3) faculty members (one of whom shall be the Campus Judicial Board Chairperson), and two (2) administrators.
4. Duties of Campus Judicial Board Members
- a. No person shall serve as a member of the Campus Judicial Board hearing panel when that person has been personally involved in any matter giving rise to a grievance or disciplinary charge, has made any public statement on the matters at issue, or could not otherwise act in a neutral manner.
 - b. Campus Judicial Board members shall ensure that all Board hearings, deliberations, rulings, and records remain confidential as required by The Family Educational Rights and Privacy Act of 1974 (FERPA), California Education Code Section 76200 et seq., and GCC Board Policies and Administrative Regulations related to privacy of student and employee records where applicable.
 - c. The Campus Judicial Board Chairperson shall ensure that all Board members are provided copies of all applicable student due process policies and administrative regulations. The Chairperson shall conduct formal Board hearings according to established legal standards of due process.
 - d. The Chairperson shall maintain records of all Campus Judicial Board hearings in a secure location on college premises for a period of seven (7) years.

Reference: Education Code Sections 76200 et. seq., 76120, 76224(a);
California Code of Regulations Section 55760(a); The Family Educational Rights
and Privacy Act of 1974; GCC Board Policy 5190

Adopted: 3/31/83
Revised: 5/11/04

Use of Copyrighted Materials

It is the intent of the Board of Trustees of Glendale Community College District to adhere to the provisions of the U.S. copyright law (*United States Code*, Title 17), including the Berne Convention for the Protection of Literary and Artistic Works, and to maintain the highest ethical standards in the use of all copyrighted materials. The willful infringement of a copyright and plagiarism of any sort by district employees are prohibited. The Board, therefore, directs the Superintendent/President or designee to provide employees with guidelines that ensure compliance with the U.S. copyright law and adherence to standards of ethical conduct as they relate to the use of someone else's creative work.

Copyrighted materials, whether they be print or nonprint, may not be duplicated without first receiving written permission from the owner of such materials (copyright holder) and/or complying with guidelines presented in administrative regulations.

The Glendale Community College District does not sanction the illegal use or unauthorized duplication of someone else's work in any form. Employees who willfully violate the district's copyright policy do so at their own risk and may be required to remunerate the district in the event of a loss resulting from litigation.

References:

Copyright © 1991, California Department of Education

Adopted: 3/3/00

Workplace Violence

It is the policy of the Glendale Community College District to provide a safe educational and work environment free from violence and threats of violence. The District will not tolerate workplace violence of any type, from any source. This includes threatening or violent actions by employees directed at other employees, by employees against students, or visitors, and by students or visitors directed at or against District employees. Consistent with this policy, acts or threats of physical or psychological violence, including, but not limited to, intimidation, harassment, physical attack or property damage which involve or affect the Glendale Community College District, its students and/or its employees, or which occur on District property will not be tolerated. Any District employee or student who violates this policy will be subject to immediate and appropriate disciplinary action pursuant to the applicable employee or student discipline policies and procedures of the District, and may further be subject to such additional civil and criminal sanctions, including but not limited to, restraining orders, criminal charges, and civil law suits, as permitted by law.

DEFINITIONS

“Acts or threats of violence” means conduct against person(s) or property that is sufficiently severe, offensive, or intimidating to create a hostile, abusive, or intimidating educational and/or work environment for one or more District employees, students, or any other persons physically present on District property.

“Threat” means the expression of an intent to cause physical or mental harm or property damage which would cause a reasonable person, in the circumstances in which the expression of intent is made, to believe that he or she is under threat of injury to his or her person or property. An expression may constitute a threat without regard to whether the party communicating the threat has the present ability and/or the specific intent to carry it out, and without regard to whether the expression is contingent, conditional or future.

“Physical attack” means unwanted or hostile physical contact such as hitting, fighting, pushing, shoving or throwing objects.

“Psychological” means conduct which does not necessarily constitute a threat of physical harm but which has the purpose of causing intimidation.

“Property damage” means intentional damage to property which includes property owned by the District, employees, students, visitors or vendors.

“Intimidation” means engaging in actions intended to frighten, coerce, or induce duress, and includes, but is not limited to, “stalking” as defined in Penal Code section 646.9.

“Harassment” means a knowing and willful course of conduct directed at a specific person or persons which seriously alarms, annoys, or frightens the person, and which serves no legitimate purpose.

This policy shall not be interpreted in a manner which interferes with or prohibits an individual's free speech or right to self-expression.

EXAMPLES OF WORKPLACE VIOLENCE

General examples of prohibited workplace violence include, but are not limited to the following:

All threats or acts of violence occurring on District property, regardless of the relationship between the District and the parties involved in the incident.

All threats or acts of violence not occurring on District property but involving someone who is acting in the capacity of an employee of the District.

Any threats or acts resulting in the conviction of an employee or agent of the District, or of an individual performing services on the District's behalf on a contract or temporary basis, under any criminal code provision relating to threats or acts of violence that adversely affect the legitimate interests and goals of the District.

Specific examples of conduct that may be considered "acts or threats of violence" prohibited under this policy include, but are not limited to, the following:

Hitting or shoving an individual.

Threatening to harm an individual or his/her family, friends, associates, or their property.

The intentional destruction or threat of destruction of property owned, operated, or controlled by the District, or which is physically present on District property.

Making harassing or threatening telephone calls, letters or other forms of written or electronic communications.

Harassing surveillance, also known as "stalking", the willful, malicious and repeated following of another person and making a credible threat with intent to place the other person in reasonable fear of his or her safety.

Making a suggestion or otherwise intimating that an act to injure persons or property is "appropriate", without regard to the location where such suggestion or intimation occurs.

Unauthorized possession or inappropriate use of firearms, weapons, or any other dangerous devices on District property.

REPORTING THREATS OF VIOLENT BEHAVIOR

When an employee becomes aware of a threat, or is the victim or a threat or act of violence, he or she shall immediately notify his/her supervisor and the Campus Police. An employee who is a witness to a threat, whether the perpetrator is a District employee

or a non-employee, shall immediately notify his/her supervisor and the Campus Police. In the event of a serious threat of immediate harm, employees should contact 911 directly. Even when a threat is told "in confidence" the employee shall report the threatened action as soon as possible to insure safety. If the employee's immediate supervisor is not available, the next level supervisor or a managerial level employee and Campus Police shall be notified.

If a non-employee or student becomes aware of a threat, or is the victim or a threat or act of violence, he or she shall immediately notify the Campus Police. In the event of a serious threat if immediate harm, non-employees or students should contact 911 directly.

When a supervisor and Campus Police are notified of an employee making a threat or engaging in an act of violence, he or she shall notify the Director, Office of Human Resources of the incident; if a student, notify the Associate Dean of Student Activities.

When the District has knowledge of a threat or potential act of violence which may occur on District property, it will take all steps reasonably necessary to diffuse the situation and prevent a violent incident from occurring.

When reporting threats or acts of violence, the person making the report shall try to include as much of the following information as possible:

1. who made the threat or engaged in the violent act;
2. against whom the threat was made or threat of violence was directed;
3. the specific language of any threat, or a description of the specific conduct which constituted the act of violence;
4. any physical conduct by the threatening party which would tend to substantiate that the individual intends to follow through on the threat;
5. the names of any other witnesses to the threat or violent behavior;
6. the time and place where the threat or act of violence occurred;
7. threats of violent conduct by the alleged perpetrator before the current incident; and
8. any other information which will help the District conduct its investigation and help the District ensure that the threat will not be carried out or acts of violence be repeated.

INVESTIGATION

Each threat or act of violence will be investigated immediately by the appropriate administrator. In all cases, the District will take all threats of violence seriously and will not tolerate any behavior implied or actual that poses a threat to employees, students or others on District property. The administrator conducting the investigation may enlist the assistance of others in conducting the investigation.

Upon completion of the investigation, the District shall determine if the charge of workplace violence has merit. If a charge is found to be merit less, the charge will be dismissed. If the charge is found to have merit, appropriate disciplinary action will be taken up to and including dismissal of employees and student expulsion.

NOTIFICATION

The District will inform employees and students with a need to know of alleged threats. The District will take reasonable steps to warn potential victims of the risk so that they can take reasonable precautions. Where the threat is against the workplace or District as a whole, the District will warn all potentially affected individuals.

In the event an employee or student obtains a restraining order against another person, the employee or student shall report this information to his/her supervisor/instructor and/or to the Campus Police, and shall provide the Campus Police with a copy of the Restraining order. A description of the individual (photograph if available) against whom the restraining order is filed should be provided to Campus Police.

DISCIPLINARY ACTION

Employees who act in violation of this policy and/or the law will be subject to discipline, up to and including dismissal. Such disciplinary action shall be in accordance with appropriate Board policies, laws and/or collective bargaining agreements.

Students who act in violation of this policy and/or the law will be subject to discipline, up to and including expulsion. Such action shall be in accordance with appropriate Board policies, administrative regulations and laws.

(Title 8, California Code of Regulations, Section 3203); (Labor Code Section 6400)
Adopted: 3/23/98