

G-34-0 Faculty Policies

G-34-1 Faculty Positions

(Formerly HR-5-3)

Index of Faculty Positions:

G-34-1.1 Recommendation to Hire Full-Time ~~Instructional Professionals~~ Faculty

(Formerly HR-5-3.1)

The Vice President for Instruction is responsible for recommending to the ~~President~~ Board the new full-time instructional faculty ~~and administrators to~~ be hired, along with ~~salary and~~ academic rank placement and salary. ~~The President makes the final recommendation to the Board, which takes appropriate action.~~ [Refer to Collective Bargaining Agreement ~~Between~~ between the Central Oregon Community College Board of Directors and the Central Oregon Community College Faculty Forum]

G-34-1.2 Recommendation to Hire Adjunct and Part-Time ~~Professional Instructional Staff~~ Faculty

(Formerly HR-5-3.2)

~~Part~~ Adjunct and part-time ~~professional instructional staff~~ faculty must be approved through the Office of the Vice President for Instruction. Adjunct and PT faculty are placed at Step 1 on the adjunct salary schedule in the Collective Bargaining Agreement. Under exceptional circumstance, the Dean may request a higher initial placement. Adjunct faculty are members of the Central Oregon Community College Faculty Forum, but part-time faculty are not. ~~Once this process is completed, instructional administrators who report to the Vice President for Instruction are responsible for the employment of part-time professional instructional staff.~~ [Refer to Collective Bargaining Agreement ~~Between~~ between the Central Oregon Community College Board of Directors and the Central Oregon Community College Faculty Forum]

G-34-1.3 Adjunct Relationships

(Formerly HR-5-3.3)

The College may invite certain individuals to form an adjunct relationship of less than a full-time nature within the College:

The adjunct relationship will be deemed to be of a temporary nature and signing of an adjunct agreement shall not be considered to be a promise of future employment, nor shall notice be required to terminate an adjunct relationship.

~~Individuals assigned to an adjunct relationship are not eligible for sabbatical or for consideration for tenure.~~
Adjunct faculty are members of the Faculty Forum and are eligible for benefits and professional improvement funds under the conditions of the Collective Bargaining Agreement between the Central Oregon Community College Board of Directors and the Central Oregon Community College Faculty Forum. Individuals assigned to an adjunct relationship are not eligible for sabbatical or for consideration for tenure.

~~Approval of this policy grants no rights under the Collective Bargaining Agreement Between the Central Oregon Community College Board of Directors and the Central Oregon Community College Faculty Forum unless agreed to hereafter by signature of the President of the Faculty Forum and the President of the College, or unless incorporated in a future negotiated contract.~~

[Refer to Collective Bargaining Agreement Between between the Central Oregon Community College Board of Directors and the Central Oregon Community College Faculty Forum]

G-34-1.4 Adjunct and Part-Time Faculty Compensation at COCC

Compensation: Part-time faculty are compensated at the rate assigned to adjunct faculty based on the current Collective Bargaining Agreement Between between the Central Oregon Community College Board of Directors and the Central Oregon Community College Faculty Forum. Part-time faculty are not eligible for benefits under the Collective Bargaining Agreement.

Process: ~~The department chair recommends placement to the Vice President for Instruction on the basis of a current evaluation.~~ All salaries are determined in the Fall quarter contract or, in the case of someone who does not teach Fall quarter, the first contract in the academic year. No adjustments are made at any other time than the preparation of the first teaching contract of the academic year-counting Fall as the first quarter of the academic year.

Department chairs recommend advancement on the salary schedule based on the number of quarters with successful evaluations taught in the preceding academic year. For purposes of counting quarters, a contract of three load units or more counts as a quarter. Contracts of less than three load units over several quarters may be aggregated to count as a quarter. ~~More than 24 load units in two quarters may be counted as three quarters.~~ In practice, all part-time faculty, ~~including those who are not currently members of the bargaining unit,~~ are paid at this rate, although the President may approve placing a part-time faculty member at a different pay level. Under exceptional circumstances, a department chair may recommend to the Vice President for Instruction to

place a part-time faculty member at a different pay level. (Load units are defined in the Faculty Collective Bargaining Agreement.)

Information regarding pay periods and options for receiving pay for part-time faculty may be obtained by contacting the Office of Fiscal Services.

G-34-1.5 Minimum ~~Standards~~ Qualifications for Instructors

(Formerly HR-5-3.5)

The ~~standards~~ requirements listed below are the minimum qualifications for instructional personnel at the entry level. The College may establish higher standards for a specific position or assignment. These qualifications do not apply to instructors of non-credit courses.

Minimum ~~standards~~ qualifications for ~~regular certification~~ employment as a ~~full-time, tenure track~~ instructor in College transfer courses:

1. ~~Master's degree in the field of primary teaching assignment, or if a Master's degree is not generally offered in the primary teaching field, a Master's degree in a related field and at least 30 quarter hours (20 semester hours) of graduate credit in academic courses in the field of primary teaching assignment.~~ Master's Degree in the subject area or an area closely related to that of primary teaching assignment from an accredited institution; or a minimum of 30 quarter hours (20 semester hours) of graduate credit in academic courses in the field of the primary teaching assignment.

Minimum qualifications for employment as an instructor in CTE courses:

1. A degree or credential appropriate in the field of primary teaching assignment (AAS, BS, or MS depending on the program) and/or demonstrated competencies in professional fields; or instructor has a minimum of 24-quarter hours of credit in the field of the primary teaching assignment.
2. Relevant experience working in the field.

Minimum qualifications for employment as an instructor in College developmental courses:

1. ~~Bachelor's Degree in the subject area or an area closely related to that of primary teaching assignment from an accredited institution.~~
2. ~~—~~

Note: Although the above is a minimum ~~requirement~~ qualification for faculty ~~teaching College-transfer courses~~ members at the College, the College has undertaken an ~~major~~ effort to employ individuals who possess a doctoral degree, or ~~recent ABD~~ other academic credential above the minimum requirements, in an appropriate academic discipline.

In certain cases, particularly Dual Credit courses taught in high schools, an instructor who does not meet the minimum qualifications may be approved to teach specific courses by the College President.

G-34-2 Faculty Personnel Files

(Formerly HR-8-0)

In order to maintain the integrity of personnel files, only official evaluations and other authorized documents relative to an employee's service are kept in the faculty member's personnel file ~~may be placed into a personnel file~~, unless otherwise authorized by the [Vice President for Instruction](#) ~~President~~. Personnel files should contain, but are not limited to:

1. Complete transcripts of all College undergraduate and graduate work,
2. Annual evaluations, special evaluations, and rehire recommendations including peer team reports and student evaluation ~~printouts summaries~~,
3. Complete records of Professional Improvement Plans, including Final Reports.
4. [Complete records of Annual Reports of Activity](#) with attachments,
5. [Records of tenure activities, which include:](#)
 - o [Tenure recommendations from the Vice President for Instruction and the Tenure Committee](#), (including the ~~advisory~~ letter sent by the Tenure Committee when it does not recommend tenure)
 - o [Actions taken by the President and the COCC Board of Directors](#)
- 5-6. [Records of promotion activities, which include:](#)
 - o Promotion recommendations [from the Designated Evaluator and the Promotions Committee, \(including the letter sent by the Promotions Committee when it does not recommend promotion\)](#)
 - o [Actions taken by the Promotions Committee, President, and the COCC Board of Directors \(including the advisory letter sent by the Promotions Committee when it does not recommend promotion\).](#)
- 6-7. [Information that is employment-related, relates to compensation, and other general personnel data.](#)

[Information related to recruitment activity or regarding an employee's health, medical, or protected leaves is maintained in a separate and secured file cabinet within Human Resources that is accessible only to those with a legitimate need to review the information. Federal and state laws requires the collection and retention of such personnel information.](#)

[Faculty have the right to review the contents of their own personnel file at any time. Access to this file by other individuals is restricted. For more details regarding faculty personnel files, please ~~Faculty should also refer to the Collective Bargaining Agreement \(CBA\) Between-between~~ the Central Oregon Community College Board of Directors and the Central Oregon Community College Faculty Forum}, \[Article 12.2\]\(#\). The current CBA is \[available here\]\(#\).](#)

G-34-3 Criteria for Promotion, Tenure and Evaluation of Performance

(Formerly HR-9-0)

G-34-3.1 Promotions

(Formerly HR-9-1.1)

Central Oregon Community College has used a system of academic rank throughout its history as a means of recognizing the quality of a faculty member's contribution to the College. The system of rank encourages and guides the ongoing balanced evolution of faculty engagement ~~in the categories of~~ ~~at the levels of~~ primary assignment, professional development, and service to the College and to the community. The College believes the system of rank fosters and rewards excellence that enhances the learning experiences of COCC students, facilitates engagement with our colleagues and the larger community, and reinforces COCC's mission and values. Promotion recommendations are made to the Board of Directors by a faculty- chaired committee.

G-34-3.1.1 Eligibility

Eligibility for promotion will adhere to the following ~~timelines, limits, unless~~ Under exceptional conditions ~~warrant otherwise may be recommended by the~~ Vice President for Instruction may recommend for early advancement to any of the ranks noted below:

Assistant Professor I: Entry Level

Assistant Professor II: A faculty member should be in ~~his/her~~ his third year of service at the rank of Assistant Professor I at the time ~~he/she/he~~ is first considered for promotion to Assistant Professor II.

Associate Professor: A faculty member should be in ~~his/her~~ his fourth year of service at the rank of Assistant Professor II at the time ~~he/she/he~~ is first considered for promotion to Associate Professor.

Professor: A faculty member should be in ~~his/her~~ his sixth year of service at the rank of Associate Professor at the time ~~he/she/he~~ is first eligible for consideration to be promoted to Professor. Note: the faculty member can choose not to stand for promotion to ~~Full~~ Professor.

G-34-3.1.2 Description of rank and criteria for promotion

~~Considerable effort is undertaken to employ faculty members who are fully qualified in the disciplines, who have the potential for significant personal and professional growth, and who are committed to the goals and philosophy of Central Oregon Community College. Thus, t~~ The College expects that all faculty members will satisfactorily perform ~~his/her~~ his primary assignment and will maintain competency in ~~his/her~~ his field (competency implies that one keeps current in one's field). The College also expects that all faculty members will act professionally and ethically. In addition to these assumptions, the College expects tenure- track and tenured faculty to satisfy other criteria specific to rank. Each rank carries expectations for performance in four criteria:

- Primary Assignment
- Professional Improvement
- Service to the College
- Service to the Community

Faculty members employed at Central Oregon Community College, regardless of the rank they initially occupy and whatever qualifications they possess on initial employment, are expected to mature as professionals and progress through the ranks to become outstanding faculty members.

G-34-3.1.3 Definition of Criteria

Definition of Primary Assignment: A faculty member's primary assignment ~~is defined by his/her current job description. Typically, this~~ includes teaching requirements, advising, assessment and curriculum development. It may also include administrative duties such as program director and may change over time with other administrative duties as assigned, such as becoming a department chair. Anything for which a faculty member receives load units is considered part of her/his primary assignment.

Definition of Professional Improvement: ~~The main purpose of this program~~ Professional improvement consists of activities designed ~~is~~ to improve faculty members' effectiveness in their College assignments and in their professions.

Definition of Service to the College: ~~The College believes it must constantly improve in its efforts to meet the needs of its constituents in an efficient and effective manner. It therefore needs and values~~ Service to the College includes all activities at the College not included in the primary assignment. Service to College includes collaborative efforts by faculty to take participation in College shared governance, and such as by involvement in standing committees, hiring committees and task force groups. However, College service is not exclusive to committee work. Of equal importance are individual efforts to improve the operation, systems, faculty/staff and student performance on an innovative, regular and continual basis. Some examples would include peer teams, assessment projects, significant accreditation efforts, new program development, or special projects/task forces as assigned.

Definition of Service to the Community: ~~In an effort to better understand the needs and strengthen the community it serves, the College values regular efforts by faculty to reach out to its community. "Community" can be broadly defined. It includes service~~ includes volunteer activities both inside our district and beyond (including state and national service). ~~The evaluation of one's service is based on the level of meaningful and significant contribution as appropriate by rank.~~

~~While initially those interactions and service opportunities cover a wide range of areas of assistance and expertise, it is expected as faculty move up in rank that their service efforts will be more focused on their expertise in their academic field of study. This will strengthen the community in those areas as well as strengthen the competencies of the individual faculty member.~~

G-34-3.1.4 Rank with Associated Criteria

Assistant Professor I: This is the rank at which ~~many~~ most faculty are hired. Faculty members at this rank are expected to focus on establishing ~~their~~ her/his expertise in ~~their~~ her/his primary assignment. In addition to this, faculty should regularly attend department meetings, mandatory College wide meetings, and a selection of

campus ~~workshops activities~~ that will help them understand the workings and culture of the College. ~~During the first year, a faculty member will develop her/his professional improvement plan (PIP). At the beginning of their second year and every year to follow, faculty members will submit their annual report of activities (ARA).~~ Beyond the first year, faculty members should be expanding ~~their~~her/his engagement with the larger College community. This may include serving on peer teams or other College committees and exploring options for further professional ~~development and~~ College, ~~and community~~ service.

In most circumstances a faculty member should be in her/his third year of service at the rank of Assistant Professor I at the time s/he is first considered for promotion to Assistant Professor II. The following provides a guideline for promotion to Assistant II with respect to each criterion :

- **Primary Assignment:** Evidence of improvement and refinement of teaching ability or, in the case of non-teaching faculty, evidence of improvement of performance in one's assignment. The individual shows regular, significant improvement in the quality of teaching or performance in non-teaching assignment. The individual contributes to maintenance and development in her/his curricular or program area.
- **Professional Improvement:** The faculty member should have an approved PIP on file and have demonstrated progress toward completing PIP goals as noted in the ARA.
- **Service to the College:** The faculty member demonstrates that ~~she~~he is finding meaningful ways to contribute to the work of the College. Prior to achieving the rank of Assistant II, faculty are not discouraged from taking on leadership roles or positions depending on experience; however, this is not an expectation.

Assistant Professor II: ~~Faculty members at In most circumstances a faculty member should be in his/her third year of service at the rank of Assistant Professor I at the time he/she is first considered for promotion to Assistant Professor II. In order to achieve this rank of Assistant Professor II, a faculty member must continue to focus on developing their expertise in their primary assignment. They should also demonstrate that he/she is regularly seeking out ways to contribute to the success of his or hertheir department and also begins to reach beyond the department by serving on a variety of larger College committees, task forces and peer teams or other meaningful ways to contribute to the work of the College. They areis person is now reaching out to the community to extend the service of his/hertheir expertise to share their expertise to through various activities throughout the year. Once faculty have achieved this rank, they should begin exploring more meaningful engagement with leadership roles at the College.~~

A faculty member ~~should be~~is usually in her/his fourth year of service at the rank of Assistant Professor II at the time s/he is first considered for promotion to Associate Professor. The following provides a guideline for promotion to Associate Professor with respect to each criterion: :

- **Primary Assignment:** The individual demonstrates significant competence while striving for excellence in teaching ability and performance in the primary assignment. The individual contributes significantly to maintaining and developing the existing curriculum or program area.
- **Professional Improvement:** In most circumstances, the individual at preparing for the rank of Associate Professor should have a final PIP report on file for the first PIP cycle and, in most cases, documented progress toward completion of the second PIP cycle.
- **Service to the College:** ~~At this rank faculty demonstrate~~Faculty are demonstrating significant and meaningful engagement with the College beyond the department level, and active pursuit of leadership roles.

— Service to the Community: Building on community relationships developed while an Assistant Professor II, the faculty member serves/expands her/his role in the community as a resource within her/his discipline by accepting meaningful local, statewide, or national roles.

The following provides a guideline for promotion to Assistant II with respect to each criterion:

- **Primary Assignment**: Evidence of improvement and refinement of teaching ability or, in the case of non-teaching faculty, evidence of improvement of performance in one's assignment. The individual shows regular, significant improvement in the quality of teaching or performance in non-teaching assignment. The individual contributes to maintenance and development in his/her curricular or program area.
- **Professional Improvement**: The faculty member should have an approved Professional Improvement Plan (PIP) on file and have demonstrated progress toward completing PIP goals as noted in the Annual Report of Activities (ARA).
- **Service to the College**: The faculty member demonstrates that she/he is finding meaningful ways to contribute to the work of the College. Prior to achieving the rank of Assistant II, faculty are not discouraged from taking on leadership roles or positions depending on experience; however, this is not an expectation. Once faculty have achieved this rank, they should begin exploring more meaningful engagement with leadership roles at the College.
- **Service to the Community**: The faculty member expresses to the community the willingness to serve as a resource in her/his discipline, and strives to establish/build meaningful relationships with the community.

Associate Professor: A faculty member should be in his/her fourth year of service at the rank of Assistant Professor II at the time he/she is first considered for promotion to Associate Professor. In order to achieve At the rank of Associate Professor, a faculty member should demonstrate significant competence while striving for excellence in the primary assignment, and contribute in meaningful ways to the success of his/her/his department. Faculty/They should also demonstrate reaching beyond the department level to take on significantly meaningful or leadership roles within the College. This person now has established his/her/his expertise in the community and/or within his/her/his discipline beyond the College boundaries.

A faculty member is usually in her/his sixth year of service at the rank of Associate Professor at the time s/he is first considered for promotion to Professor. The following provides a guideline for promotion to Professor with respect to each criterion:

The following provides a guideline for promotion to Associate Professor with respect to each criterion:

- **Primary Assignment**: The individual demonstrates regular and significant improvement and refinement in maintaining excellence in teaching ability and performance in all areas of the primary assignment. The individual demonstrates leadership in curricular or program development.
 - **Professional Improvement**: The individual has a long-term documented record of broad commitment to professional growth.
 - **Service to the College**: Faculty applying for the rank of Professor regularly take on leadership roles within and beyond the department level.
 - **Service to the Community**: Further building on local and/or more widespread community relationships, the faculty member regularly serves the community as an expert resource by accepting local, statewide, or national roles.

- **Primary Assignment:** The individual demonstrates significant competence while striving for excellence in teaching ability or performance in the primary assignment. The individual has contributed significantly to maintaining and developing the existing curriculum or program area.
- **Professional Improvement:** In most circumstances, the individual applying for the rank of Associate Professor should have a final PIP report on file for the first PIP cycle and documented progress toward completion of the second PIP cycle.
- **Service to the College:** In achieving this rank faculty demonstrate significant and meaningful engagement with the College beyond the department level, and active pursuit of leadership roles.
- **Service to the Community:** Building on community relationships developed while an Assistant Professor II, the faculty member serves the community as a resource within her/his discipline by accepting meaningful local, statewide, or national roles.

Professor: A faculty member should be in his/her/his sixth year of service at the rank of associate professor at the time he/she/hes/he is first eligible for consideration to be promoted to Professor. In order to achieve the rank of Professor, a faculty member should demonstrate consistent excellence in the performance of his/her/his primary assignment. The individual demonstrates an ongoing commitment to sharing his/her/his expertise and knowledge by regularly accepting leadership roles on campus committees or task forces that help to create meaningful change for the College. Faculty achieving this rank, faculty are firmly established in consistent and meaningful contributions of their/his professional expertise at the local, regional, or national level.

The following provides a guideline for promotion to Professor with respect to each criterion

Primary Assignment: The individual continues to demonstrate regular and significant improvement and refinement in maintaining excellence in teaching ability or performance in the primary assignment. The individual has demonstrated leadership in curricular or program development.

Professional Improvement: The individual has a long-term documented record of broad commitment to professional growth.

Service to the College: To achieve this rank, faculty demonstrate significant and meaningful leadership roles within and beyond the department level that help the institution move forward.

Service to the Community: Further building on local and/or more widespread community relationships, the faculty member regularly serves the community as an expert resource by accepting meaningful local, statewide, or national roles.

G-34-3.1.5 Review for Faculty No Longer Standing For Promotion

Faculty members who have been at the Associate Professor or Professor rank for more than ~~5~~ five years, are reviewed following the post-Tenure review process: which includes a peer team every five years, and timely completion of Annual Reports of Activities and Professional Improvement Plans.

G-34-3.1.6 Faculty Promotions Procedures

The Promotions Committee reviews content in the candidate's personnel file from either ~~thei~~her/his date of hire (for promotion to Assistant Professor II) or since ~~thei~~her/his last promotion, including recommendations from the last Promotion Committee's notice of promotion. During candidate deliberations, only items contained in the file can be used as part of the discussion. Discussion of personal knowledge of a candidate or special circumstances not contained in the file are not part of the deliberations.

The Promotions Committee needs a complete file with required documentation to be able to conduct a thorough review. The faculty member is responsible for ensuring required items are submitted by the established deadlines. However, the faculty member shall be held harmless for items missing from the file as long as the faculty member has documented proof that the original submission deadlines (such as October 15 for ARA and PIP Final Reports) ~~has~~ have been met for any items required to be in the file. Faculty should allow two to three weeks for documentation to go through the appropriate channels before checking ~~his~~her/his file in HR. The faculty member is still responsible for reviewing the file for any missing documents and take appropriate action to submit documentation or provide rationale on the Missing Documents form for extenuating circumstances in advance of the deadline for file closure in January.

If the Committee needs clarification on an item contained in the file, the Committee may ask for a meeting with either the candidate or the candidate's designated evaluator. ~~The faculty member or their~~her/his designated evaluator shall not be called in to clarify items missing from the file.

While the Committee strives to reach a unanimous decision, a faculty member will be recommended for promotion when five of the seven members of the committee affirm the recommendation. Voting is to be done by a written ballot made public to the committee upon each individual member's vote, giving each member the opportunity to justify ~~his~~her/his vote. Discussions contained during deliberations as well as actual voting results are to remain confidential; they are not made public beyond the committee.

Faculty denied promotion will have an opportunity to meet with the committee during that spring term to discuss concerns and recommendations noted in the letter they had previously received from the Committee. ~~Thei~~Her/his designated evaluator can also attend that meeting if the faculty member prefers. This meeting will not change the outcome of the decision made previously by the Board of Directors, but can help direct the candidate how to strengthen ~~his~~her/his file for the next time the candidate stands for promotion.

G-34-3.2 Tenure

(Formerly HR-9-1.2)

Tenure is awarded by the Board of Directors upon recommendation by the President. Conditions of tenure are provided in the Collective Bargaining Agreement Between the Central Oregon Community College Board of Directors and the Central Oregon Community College Faculty Forum.

G-34-3.2.1 Awarding of Tenure

(Formerly HR-9-1.2.1)

Tenure is awarded to those faculty members who have, during their/her/his probationary years, demonstrated the promise of the overall excellence in instruction (~~or~~ and other primary assignment activities) and commitment to the College and the community expected of COCC professional staff.

Completion of five probationary years does not automatically result in the awarding of tenure.

Employment while on the Notice of Appointment, or contract other than regular probationary contract, does not accrue time toward tenure unless specified in writing.

G-34-3.2.2 Procedure for Tenure Consideration

Commented [BJ1]: Someday, Tenure should work on this section.

Prior to October 15 of each year, the Vice President for Instruction will advise the immediate supervisors with personnel responsibilities, in writing, of individuals in the department who will have met the length of service criteria at the end of the academic year.

Prior to January 15 of each year, all evaluation instruments and proposed actions in relation to faculty members' eligibility for consideration of tenure shall be forwarded to the appropriate ~~Vice President/~~Instructional Dean, who will then forward it to the Vice President for Instruction. Candidates should ~~then~~ review their/her/his files before January 15th to determine if all forwarded materials have been received.

Prior to February 1 of each year, the Vice President for Instruction will provide a written evaluation with recommended action. This document will be sent to the College President, copied to the candidate, and placed in the file. The candidate will then have five working days to respond to the letter (if they-s/he chooses) by sending a response-response to the Vice President for Instruction for inclusion in the file. The candidate must also sign off on his or her file within those five days. This process must be completed prior to Tenure Committee review of the file.

Prior to March 1, the Committee shall submit to the President a list of all faculty members considered by the Committee. The Committee shall outline its recommendations for each individual considered and shall state the basis for such recommendations.

Any member of the Committee may submit an individual report on any matter voted by the Committee. The individual report may support the majority or may present a minority view. Copies of the individual report shall only go to the Chair of the Tenure Committee, to the appropriate Vice President/Dean, and to the President.

The Tenure Committee may take the following actions:

1. Recommend granting of tenure,
2. Recommend not granting tenure,
3. Recommend an additional year as a probationary period.(This option may include recommendations for specific conditions to be met or actions to be taken, as determined by the committee.)

The Tenure Committee should be prepared to provide the reasons for ~~their~~her/his recommendation in all of the above cases.

The President shall study the recommendations of the Tenure Committee and shall notify candidates of ~~his/her~~her/his recommendations.

Appeals of the College President's recommendation(s) and/or any aspects of the tenure procedure are to the Board of Directors, and the grounds for such appeal should be procedural (due process). The President will forward ~~his/her~~her/his recommendation for granting tenure to the Board of Directors for action as soon as possible after the completion of the Tenure Committee's work.

G-34-3.3 Faculty Evaluations

G-34-3.3.1 Evaluation of Part-Time and Adjunct Faculty

(Formerly HR-9-1.4)

It is the departmental Chair'schairpersons' responsibility to evaluate ~~their~~her/his department's part-time faculty utilizing the following:

A. First Year at COCC

1. Student evaluations, all sections, every quarter.
2. Peer Evaluation: minimum one class visit, pre and post conference, review of materials with written report to Designated Evaluator.
3. Designated Evaluator review: written summary.

B. Second Year at COCC (up to sixth quarter)

1. Student evaluations, all sections, every quarter.

2. Peer Evaluation: minimum one class visit, pre and post conference, review of materials, with written report to Designated Evaluator (Individual departments may wish to use forms for this purpose, such as provided within the Peer Evaluation Handbook. However, written commentary should be added to the checklists).
3. Designated Evaluator review: written summary.

C. After Two Years, or Six Quarters

1. Part-time and adjunct faculty who have taught more than 2 years (6 terms for part-time faculty) choose which term(s) they want printed and sent to their HR file. Adjunct faculty will make their choice by the 2nd week of fall term for the academic year. Part-time faculty will make their choice prior to the first term they are teaching for an academic year unless otherwise determined by the department chair.
~~Student evaluations are administered every term; however, a faculty member can determine, by the start of fall term, which term's evaluations will be printed and placed in their file.~~
2. If, in the judgment of the Designated Evaluator, the performance to this point, as measured by the components for evaluation listed above, is sufficiently consistent and meritorious, the next Peer Evaluation and Designated Evaluator written review can be scheduled as much as three years later (allowing a gap of up to two years). This schedule could be readjusted to allow for more frequent review should the Designated Evaluator deem this desirable at any time.
3. Written feedback should be received for the instructor's personnel file in either Winter or Spring quarter, but not later than May 15, unless the department chair notifies the instructor that it will be late.
4. Part-time faculty have the option of submitting a statement of explanation or comment on such evaluations. Written evaluations and any faculty response will be filed in the instructor's personnel file.

D. Lapses in Service

In cases of absences of a year or more, returning faculty may be returned to the same position in the evaluation cycle.

G-34-3.3.2 Evaluation of Full-Time Faculty

The evaluation process for Full-time faculty is currently described in the official practices document which needs to be revised.

G-34-4 General Responsibilities of All Instructors

(Formerly HR-9-2)

General Responsibilities of All Instructors (including part time, adjunct, full time temporary and full time tenure track)

The responsibilities of a professional at Central Oregon Community College are broad and demanding. For an individual hired as a member of the teaching staff, responsibilities include but are not limited to:

1. Qualifications: Meet, as a condition of employment, the minimum ~~requirements-qualifications~~ for the position.
2. Teaching Responsibilities: Teaching responsibilities as assigned and as College needs indicate. Courses may be during the days and/or evenings and on or off campus. Departments are encouraged to rotate such responsibilities among ~~full-time~~ faculty members when such assignments are required.

3. Professional Improvement: Keep oneself and one's courses current in content and instructional methods and make recommendations for equipment and supplies purchased.

4. Office hours and Student Contact: Part time and adjunct instructors are expected to be available to their students outside of class for approximately one hour/week for each section they teach up to a maximum of five hours/week. Full time faculty are expected to hold at least 5 office hours a week (if teaching online, 1-2 hours may be virtual). Office hours should be posted on office doors, and on the faculty member's directory page of the COCC website.

5. Grade Records: Keep a record of student achievement to support the grade assigned and record the midterm grade (if a D or F) and/or final grade in Bobcat Web on or before the deadline announced each term. Late grades can result in financial aid and eligibility problems for students.

- Grade record retention: Each instructor is responsible for keeping an accurate paper or electronic grade book. Grade records should be retained by the instructor for one full year.

- Retention of important student work: Faculty members are responsible for maintaining accurate files of important student work (midterm exams, final exams and formal papers) through the end of the regular following quarter (except summer), if such work is not returned to the student.

- At the time an instructor leaves COCC, a record of the grades for all classes he/she taught within the past year will be deposited with the Department Chair and retained for one full year.

6. Administrative Responsibilities: Assignment of load for administrative duties performed by department chairs and program directors is determined by the Vice President of Instruction ~~and is generally uniform across the College. Variations-~~ The amount of load release is generally calculated using an algorithm, but variations to chair-Chair load may occur when the department is relatively large (number of programs and of full time faculty) and there is limited additional administrative load assigned to others for directing programs in the department under unusual circumstance. Variations in program director load may occur in the year in which the program is subject to professional accreditation, or if a certain level of load is required by professional licensing or accrediting body, or if major curricular change is initiated.

6. Attendance Records

7. Administrative Withdrawal: attendance must be taken the first week of each term and faculty ~~should~~ must administratively withdraw students who fail to attend ~~all~~ any class during the first week of classes or the first class of a short-term class (if the student contact the instructor ahead of time about an absence, the faculty member can take that into consideration). ~~es as discussed in the Class Attendance and Withdrawal policy noted in the catalogue.~~

8. Administrative withdrawal: All faculty are responsible noting the absence of students either on the roster or electronically via email to Records. ~~The Administrative Withdrawal/Attendance Policy states that students will be withdrawn for non-attendance during any part of the first week of classes, or the first class of a short term class.~~

7.

9. Course syllabi: a syllabus for each course taught must be posted in COCC's Learning Management System (LMS, currently Blackboard) course shell for that course, and be filed in the department office each quarter. Recommended ~~+~~ Information for inclusion in the syllabus is noted in the syllabus template located in Faculty Resources section of the COCC website, at <http://www.coec.edu/instruction/faculty-resources/teaching-fundamentals/syllabus-template/>

8.

10. Absence from classes by faculty members: All faculty members are expected to meet all their scheduled events and follow procedure to notify the department of absence due to illness, emergency or bereavement. See HR section of the General Policy and/or Procedures Manual.

11. Planned or scheduled absence: If a faculty member is anticipating an absence from College events, for reasons other than those addressed above (i.e. seminars, workshops or other professional development activities), the faculty member must consult with the Department Chairperson about appropriate coverage.

12. Computer Literacy: Become computer literate in general and to the depth needed in specialized technology in one's subject area.

Formatted: Indent: Left: 0.38", Outline numbered + Level: 2 + Numbering Style: Bullet + Aligned at: 0.75" + Tab after: 1" + Indent at: 1", Tab stops: 0.81", List tab + Not at 1"

~~43.10.~~ Student Work Experience/Internships: As appropriate, locate and supervise cooperative work experience stations.

~~44.11.~~ Final Exam Policy: Adhere to the Honor current policy for final exams.

G-34-4.1 Full time ~~temporary~~ faculty responsibilities

Full time ~~temporary~~ faculty responsibilities include all of the above and the following additional responsibilities

1. Participate in academic advising.
2. ~~Post and keep a minimum of five office hours a week for student help sessions and program assistance.~~ Engage in course and program level assessment.
3. Attend all scheduled department meetings.
4. As appropriate, work with Advisory Committees in one's area.
5. As appropriate, aid in placement of students in area of their training.
6. As appropriate, ~~arrange through College offices publicity for one's program and undertake responsibility for recruiting students into it,~~ work with designated College offices to assist in recruiting students and publicizing program offerings.
7. Take responsibility for working with the College library and media departments for keeping the library collection current in one's field.
8. Cooperate with College personnel in assisting students with career planning, follow up studies and other relevant institutional research.

G-34-4.2 Full time tenure track faculty additional responsibilities

Full time tenure track faculty responsibilities include all of the above ~~general and full time temporary~~ responsibilities as well as:

- ~~1.~~ Participate in the affairs of the College either on campus or in the district as the position demands
- ~~2.1.~~ Meet as a condition of employment in addition to meeting the minimum requirements-qualifications for the position, faculty must also meet and such other appropriate College requirements that become necessary throughout the teaching career.
- ~~3.~~ Articulate with members of the community regarding educational interests and needs and the College's ability to provide educational services.
- ~~4.2.~~ Participate on College committees, in the Departmental activities/faculty organization, on Peer Teams or in peer review of part time instructors, professional-committee meetings, etc. at the level appropriate for their rank.
- ~~5.3.~~ Cooperate with the department chairperson in program planning and course development and revision.
- ~~6.4.~~ Perform non-teaching professional responsibilities as assigned.
- ~~7.~~ Develop and maintain a rigorous professional improvement program
- ~~8.~~ Serve as Department Chair if requested to do so.
- ~~9.5.~~ Submit required reports (Annual Report of Activities, Professional Improvement Plans, etc.).

[Refer to Collective Bargaining Agreement Between the Central Oregon Community College Board of Directors and the Central Oregon Community College Faculty Forum]

G-34-4.3 Specific Responsibilities of Part-Time Faculty (formerly HR-9-2.1)

Grade Records: Each faculty member is expected to keep a record of student achievement to support grades given to students. Enter final class grades in Banner by the due date. Late grades can result in financial aid and eligibility problems for students. (Instructions for transmittal of grades are announced each term).

Grade Book Retention: Each instructor is responsible for keeping an accurate and up-to-date permanent grade book.

At the time an instructor leaves COCC, the electronic or paper grade records of all classes he/she taught within the last academic year will be deposited with the Department Chair.

Attendance Records: Attendance records must be maintained and forwarded to the appropriate College office when required by State, Federal, or other College recognized agencies.

Administrative Withdrawal: All faculty are responsible for completing and returning the first week rosters, noting the absence of students on the roster. The Administrative Withdrawal/Attendance Policy (General Procedures Manual A-3-0) states that students will be withdrawn for non-attendance during any part of the first week of classes, or the first class of a short-term class. Please refer to the Class Schedule for a full description of the Class Attendance and Administrative Withdrawal policy and consult with Department Administrative Assistant for procedures.

Office Hours & Student Contact: Part-time faculty are expected to make themselves available to their students outside class for approximately one hour for each class they teach.

Field Trips: Any instructor who wishes to take groups of students off campus during class hours should distribute a list of the students' names to all faculty. The list should circulate not less than one week before the date of absence. See A-18-0 in the General Procedures Manual.

Student Registration: Only registered students should be allowed to attend classes at COCC.

Retention of Important Student Work: Faculty members are responsible for maintaining accurate files of important student work (mid-term examinations, final examinations, and formal papers) through the end of the following regular quarter (except summer), if such work is not returned to the student.

Course Syllabi: A syllabus for each course taught must be filed in the department office each quarter. Generally, a syllabus will include a statement of course objectives, text requirements, class meetings (credit hours, lecture/lab requirements, etc.), a statement of prerequisites (this may indicate required and/or recommended courses), a brief description of special course requirements (term papers, examinations, grading systems, etc.). See syllabus template available online in Faculty Resources.

Absence from Classes by Faculty Members: Faculty members are expected to meet all classes at the regularly scheduled time. In cases of an unanticipated emergency or illness, the faculty member should notify the department chairperson as soon as possible. In cases of planned absence, the faculty member should give advance notice to the department chairperson to discuss arrangements to be taken to cover the absence and any necessary financial adjustments.

G-34-4.4.3 Absence from Classes and Scheduled events by Faculty and Instructors

(Formerly HR-9-2.2)

Formatted: Heading 1, None, Space Before: 0 pt,
After: 0 pt

Faculty members are expected to meet all [their scheduled classes, labs, office hours, etc. classes](#) at the regularly scheduled time. In cases of an unanticipated emergency or illness, the faculty member ~~should~~must notify the department chair ~~and the administrative assistant~~person as soon as possible. In cases of planned absence, the faculty member ~~should~~must give advance notice to the department chairperson to discuss arrangements to be taken to cover the absence and any necessary financial adjustments. [See the collective Bargaining Agreement, Article 9.1.3 for information on personal leave.](#)

1. The Department Administrative Assistant will provide a "Use of Sick Leave" form (available on "forms" section of the HR webpage) and put it in the faculty member's mailbox.
2. Within 2 days of returning to campus, the faculty member will complete the form and submit it to the Department Administrative Assistant for signature by the Department Chairperson (or in the case of Emergency leave, the Vice President of Instruction).
3. If the full-time faculty member is away from campus due to illness less than one full day but reports to campus for part of the day, the actual number of hours of class time, office hours, committee meetings or other scheduled events missed must be entered on the form.
4. If the full-time faculty member is off campus the entire day due to illness/bereavement, then eight (8) hours should be entered on the form.
5. Adjunct Instructors are to report the actual hours missed (class time and office hours) due to illness or other applicable reasons.
6. The following is the method for calculating the daily charge for sick leave for full-time faculty members on a reduced load (for the entire term) due to illness:

For sick leave taken in Fall or Winter Term, the number of hours per day will be calculated as follows: (number of loads taught in the applicable term) divided by (one third of total loads assigned for the year), then multiply by 8; take this total and subtract from 8 to determine the daily sick leave hours, which will then be multiplied by the number of days in the term.

For sick leave taken in Spring Term, the number of hours per day will be calculated as follows: (number of loads taught Spring term) divided by (remaining loads necessary to fulfill the contract), then multiply by 8; take this total and subtract from 8 to find the daily sick leave hours, which will then be multiplied by the number of days in the term.

For example, if we assume a full time yearly load of 45 and the faculty member is teaching 8 loads in Fall or Winter term, then sick leave taken in Fall or Winter term will be calculated as follows:

$$8 - (8) 8/15 = 3.7 \text{ hours for each sick day.}$$

For example, if we assume a full time yearly load of 45, and the faculty member has taught 33 loads in Fall and Winter terms and is going to teach 8 loads Spring term, then sick leave taken in Spring term will be based on the remaining 12 loads to fulfill the contract:

$$8 - (8) 8/12 = 2.7 \text{ hours for each sick day. Planned or Scheduled Absences}$$

If a faculty member is anticipating an absence from College events for reasons other than those addressed above (i.e. seminars, workshops or other professional development activities), the faculty member must consult with the Department Chairperson about appropriate coverage.

G-34-4.43.1 Notifying Department of Absence Due to Illness or Bereavement

1. If there is a need to be absent from scheduled class meetings or events (i.e. committee meetings, office hours, advising, etc.) normally due to personal illness, or illness or death of a family member, the faculty member/~~Instructor~~ will contact the Department Chair/~~person~~ and/~~or~~ the Department Administrative Assistant as soon as possible. Use of accrued sick leave under these circumstances will be in accordance with the appropriate provisions of the COCC/Faculty Forum collective bargaining agreement. If a class is cancelled for the day, the Department Administrative Assistant, or office specialist for the branch campuses, will be responsible for posting a sign at the classroom with instructions for the students. If a scheduled event such as an advising day is missed, the Department Chair will attempt to find an appropriate substitute.
2. In the case where a substitute will be needed for a class, the Department Chair in consultation with the program director if appropriate is responsible for finding a qualified substitute. To be qualified, class substitutes must be an approved part-time, adjunct, or full-time faculty member. Faculty members/~~Instructors~~ are neither to hire nor to pay substitute instructors. If an absence is anticipated ahead of time, the faculty member missing class should provide assignments and activities consistent with the syllabus to the approved substitute that has been cleared by the Department Chairperson. The following process should then be followed in choosing and paying substitutes:
 - a. Faculty can substitute for another faculty member on an informal basis, without adjustments to NOAs, if agreed to by both faculty members. The Department Chair should still be informed.
 - b. If a substitute is needed and is not done on an informal basis, the following process should be used:
 - b1. Part-time or adjunct faculty that substitute for another faculty member should be compensated as follows:
 - b2. In most cases, short-term substitutes (5 hours or less) would be paid \$25/hour and long-term substitutions (over 5 hours) would be paid a percentage of the load for that class, including the final exam (ex. ~~6-7~~ classes substituted out of ~~30-21~~ total classes = ~~6-7/30-21~~ = 0.~~20-33~~ or ~~20~~33% of the total load for the class. If the total load is 3, the substitution load would be ~~20~~33% of 3 = ~~0-61~~ LU). When a short term substitute is required to do extensive preparation or grading, the Chairs have the flexibility to use either method for paying substitutes based on the circumstances with permission from the VPL.
 - b3. Part-time non-benefited faculty may be absent one class session per course per term without reduction in pay due to illness (only). For short-term concentrated classes, the sick leave with pay will be no more than 50% of the contracted course hours as determined by the appropriate department chairperson. This benefit for part-time instructors does not accrue from term to term. Additional classes missed due to illness or other reasons in the term will result in a revised contract to reduce the hours paid. Under those circumstances, part-time instructors missing a class will have their NOA adjusted for short- term illness (5 hours or less) at \$25/hour and long-term illness (over 5 hours) would be deducted at a percentage of the load for that class.
3. Department chairs must ensure that these changes are correctly indicated on the NOAs. It is the responsibility of each Department Chair and Administrative Assistant to track the absenteeism of part-time instructors and to document it with the appropriate form located on the HR forms page. A copy of the completed form needs to be forwarded to the Instructional Deans' offices for approval and processing along with any supplemental NOAs that are done for substitute part-time instructors covering classes. The Deans' office will be responsible for tracking absences across campuses for part-time instructors.
4. If more than 3 days will be missed due to illness of the faculty member/Instructor or family member, he/she should contact Human Resources regarding the use of Family Medical Leave Act and/or Oregon Family Leave Act as applicable.

G-34-4.43.2 Notification of Absence Due to Emergency

Fulltime and Adjunct Instructors shall have available two (2) days of non-accumulative emergency leave per year, (pro-rated for adjunct instructors) which shall be charged against sick leave. Except in cases where

emergency leave is used to supplement bereavement leave in accordance of the COCC/Faculty Forum labor agreement, emergency leave must have written approval of the Vice President of Instruction.

G-34-5 Faculty Achievement Award for Full Time Faculty

~~(Becomes part of G-34-5.1.2—Nominating process)~~

~~The deadline for submitting recommendations nominations for the Faculty Achievement Award for Full time Faculty is February 15.~~

G-34-5.1 Purpose

The Faculty Achievement Award for Full Time Faculty, which includes a \$2,500 monetary award, exists to recognize excellence in teaching and leadership. Full time faculty members (tenure track and temporary) are eligible. Current members of PIRT and past winners of the Faculty Achievement Award for Full Time Faculty are not eligible.

G-34-5.1.1 Eligibility (1)

~~Full time faculty members (tenure track and temporary) are eligible. Current members of PIRT and past winners of the Faculty Achievement Award for Full Time Faculty are not considered eligible.~~

G-34-5.1.2-1 Criteria

The award will be given to the faculty member who has, in the judgment of PIRT, demonstrated significant achievement in teaching and leadership. The seven criteria that will be used as the basis for this judgment are:

- Instructor communicates enthusiasm and passion for the curriculum.
- Instructor is willing to take risks, to innovate, to work cooperatively with colleagues and students, and to revise and refresh curriculum.
- Instructor is able to engage students and hold their attention; instructor challenges students and motivates them to learn.
- Instructor displays a genuine interest in students and their progress.
- Professional Improvement: Considered in their relevance to excellence in the fulfillment of the primary assignment.

- Service to College: Considered in their relevance to excellence in fulfillment of the primary assignment.
- Service to Community: Considered in their relevance to excellence in fulfillment of the primary assignment.

G-34-5.1.3-2 Nominating Process ~~Procedures~~

The deadline for submitting nominations for the Faculty Achievement Award for Full Time Faculty is February 15.

Nominations may be made by any ~~full time or part time~~ faculty member, administrator, other ~~full time~~ staff member, or any student who has accumulated more than 30 credit hours at the College within the two years immediately preceding, and including the year of the nomination. These nominations will be provided to PIRT, through the Office of the Vice President for Instruction. For each nominee, PIRT will take into consideration both the recommendation received and relevant information contained within the nominee's personnel file (at the Human Resources Office) that addresses the designated criteria. The annual award winner will be announced and the award presented at the ~~Convocation~~ Convocation in ~~May~~ the spring.

Questions may be addressed to members of PIRT, through the Office of the Vice President for Instruction.

G-34-5.2 Faculty Achievement ~~Teaching~~ Award for Adjunct and Part Time ~~and Adjunct~~ Faculty

~~The deadline for submitting recommendations nominations for the Faculty Achievement Teaching Award for Adjunct and Part Time and Adjunct Faculty is March 15.~~

~~G-34-5.2.1 Purpose (1)~~

The ~~Part Time and Adjunct~~ Faculty Achievement Award for Adjunct and Part Time Faculty, which includes a \$500 monetary award, exists to recognize excellence in teaching. Adjunct and part time instructors who have taught for the College for at least three years and who have averaged at least eight credits per year over the three years immediately preceding, and including the year of the nomination are eligible.

~~G-34-5.2.2 Eligibility (2)~~

~~Part time and adjunct instructors who have taught for the College for at least three years and who have averaged at least eight credits per year over the three years immediately preceding, and including the year of the nomination are eligible.~~

G-34-5.2.3-1 Criteria (1)

The award will be given to the adjunct or part time ~~or adjunct~~ faculty member who has demonstrated significant achievement in classroom teaching. The four criteria that will be used as the basis for this judgment are:

- Instructor communicates enthusiasm and passion for the subject.
- Instructor is willing to take risks, to innovate, to work cooperatively with colleagues and students, and to revise and refresh course content.
- Instructor is able to engage students in the course and hold their attention; instructor challenges students and motivates them to learn.
- Instructor displays a genuine interest in students and their progress in the course.

G-34-5.2.4-2 Nominating Process

The deadline for submitting nominations for the Faculty Achievement Award for Adjunct and Part Time Faculty is March 15.

Nominations may be made by any ~~full-time or part-time~~ faculty member, administrator, other ~~full-time~~ staff member, or any student who has accumulated more than 30 credit hours at the College within the two years immediately preceding, and including the year of the nomination. These nominations will be provided to PIRT through the Office of the Vice President for Instruction. For each nominee, PIRT will take into consideration both the recommendation received and relevant information contained within the nominee's personnel file (at the Human Resources Office) that addresses the designated criteria. The annual award winner will be announced and the award presented at the end of year celebration in June.