De Anza College

Department Chair Operational Handbook

2015-2016

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MISSION, PURPOSE AND OUTCOMES

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and ability to realize their goals and to be socially responsible leaders in their communities, the nation and the world. De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Values and Institutional Core Competencies.

De Anza Values

Integrity

We embrace honesty, credibility, clear communication and acting on our stated values. We strive to acknowledge and address issues that may be difficult to broach. The college's ability to fulfill its mission depends on a college community in which everyone feels included, respected and safe.

Innovation

In all of our many roles, we will continuously and purposefully reflect in order to innovate and improve. We work to ensure our physical space is welcoming, conducive to learning and environmentally sustainable. We are committed to being innovative in our daily work, curriculum and use of technology. We work with our students to be creative, flexible, imaginative and inventive, and to prepare to contribute to a world that will demand skills and competencies not yet in view.

Equity

We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and

services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures. We strive for a diverse workforce that honors the contributions of all who work here.

Developing the Human Capacity of All Students

We will provide support in six key factors of student success. Our students will be:
- *Directed*, with a goal and the knowledge of how to achieve it.
- *Focused*, staying on track to achieve that goal.
- *Nurtured*, feeling that we want to, and do, help them to succeed.
- *Engaged*, actively participating in class and extracurricular activities.
- *Connected,* feeling that they are part of the college community.
- *Valued*, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated
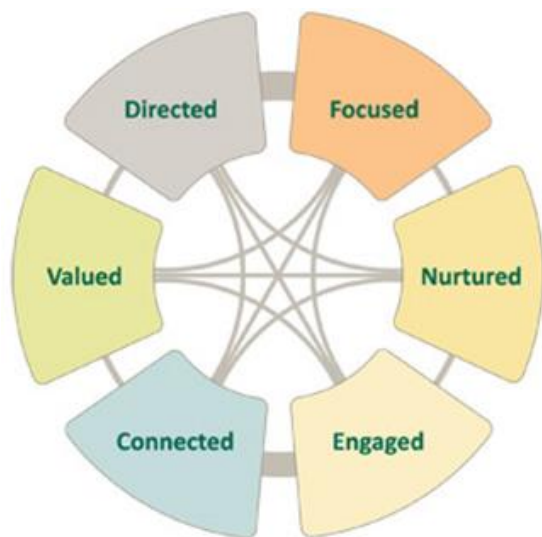
Civic Engagement for Social Justice

We provide students with opportunities to enhance their potential for purposeful and productive lives. As a public institution, we contribute to the development of our local, state, national and global communities. We view our students and ourselves as agents of change, responsible for building the world in which all people are able to realize their dreams in ways that are environmentally sustainable and in alignment with the United Nations' Declaration of Human Rights.

Institutional Core Competencies

Our students will be able to demonstrate knowledge, skills and attitudes in the following five areas:

- Communication and Expression
- Information Literacy
- Physical/Mental Wellness and Personal Responsibility
- Civic Capacity for Global, Cultural, Social and Environmental Justice
- Critical Thinking

Institutional Core Competencies

The Institutional Core Competency statements are a promise to the communities that support De Anza College that students graduating with an A.A. or A.S. degree, or who will transfer to a four-year college or university, will be able to demonstrate the knowledge, skills, and attitudes contained within all of the five competency areas, based on general education and discipline-specific courses at the lower division level. Students who earn a certificate, or have taken courses for personal educational development, will be expected to demonstrate the knowledge, skills, and attitudes specified within one (or more) of the five competency areas.

Communication and Expression

Students will communicate clearly, express themselves creatively, interpret thoughtfully and logically, and engage actively in dialogue and discussion, while paying attention to audience, situation, and (inter) cultural context. Communication and expression may be written or oral, verbal or nonverbal, informational or artistic.

Information Literacy

Students will recognize when information is needed and locate, critically evaluate, synthesize, and communicate information in various formats. They will use appropriate resources and technologies while understanding the social, legal, and ethical issues for information and its use.

Physical/Mental Awareness and Personal Responsibility

Students will recognize lifestyles that promote physical and mental well-being, engage in self-reflection and ethical decision-making, explore career choices and life goals, practice effective individual and collaborative work habits, and demonstrate a commitment to ongoing learning.

Civic Capacity for Global, Cultural, Social and Environmental Justice

Students will recognize their role as local, national, and global citizens. They will participate in a democratic process, respect social and cultural diversity, appreciate

the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

Critical Thinking

Students will analyze arguments, create and test models, solve problems, evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, interpret literary, artistic, and scientific works, utilize symbols and symbolic systems, apply qualitative and quantitative analysis, verify the reasonableness of conclusions, explore alternatives, empathize with differing perspectives, and adapt ideas and methods to new situations.

RESPONSIBILITIES AND ROLES OF DEPARTMENT CHAIRS

Student Learning Outcomes:

Outcomes/Assessment General Purpose Statement

The foundational purpose of Outcomes/Assessment is to establish and institutionalize cyclical processes and procedures developed by the De Anza College professional community that will define and assess specific observable characteristics or outcomes. The purpose of the ongoing assessment of outcomes is to promote and enhance student learning/achievement and to improve institutional effectiveness and efficiency.

For a detailed explanation of the process, please refer to the document at:
https://www.deanza.edu/slo/guides/sloguide/SLO_Process_Guide_9-14-11.pdf

Specific duties of the Department Chair in relation to the student learning outcome process are as follows:

➢ Encourage the inclusion of SLO statements on syllabi, display of statements on course management system (Catalyst), and dialogue at each department meeting about authentic assessments. Record evidence of department dialog in TracDat in the Documents section in a folder named "XXX Department Minutes".
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➢ Ensure that a plan/schedule is in place for assessing each student learning outcome statement at the course level.. Each SLO statement must be assessed at least once every five years. During that five year period 20% of the students enrolled in the course with that SLO statement should be assessed. Please remember that only the department chair, in consultation with departmental faculty, can archive or add new SLO statements. **Never alter or delete a SLO statement** TracDat (see the instructions at deanza.edu/slo for details).

➢

➢ Ensure that a plan/schedule is in place for assessing each program level outcome statement should be assessed. Each PLO statement should be assessed at least once every five years. Please remember that only the department chair, in consultation with departmental faculty, can archive or add new program level outcome statements. **Never alter or delete a PLO statement** from TracDat (see the instructions at deanza.edu/slo for details).
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➢ Work with SLO liaison(s) as necessary to enter data into TracDat.

➢ Incorporate assessment outcome information into the annual program review document. Assessment information/data should be explicitly used to support claims and requests made in the document, such as requests for resources, faculty, staff, and facilities. Workshops on completing program review will be held to ensure this connectivity between SLO work and resource allocation.

➢ Participate in the assessment of institutional learning outcomes, via attending annual convocations and by using resources provided at deanza.edu/slo conduct assessments of institutional learning outcomes as appropriate.

Contact SLO coordinators for assistance. Contact info for instructional coordinators and more information on the process can be found at deanza.edu/slo.
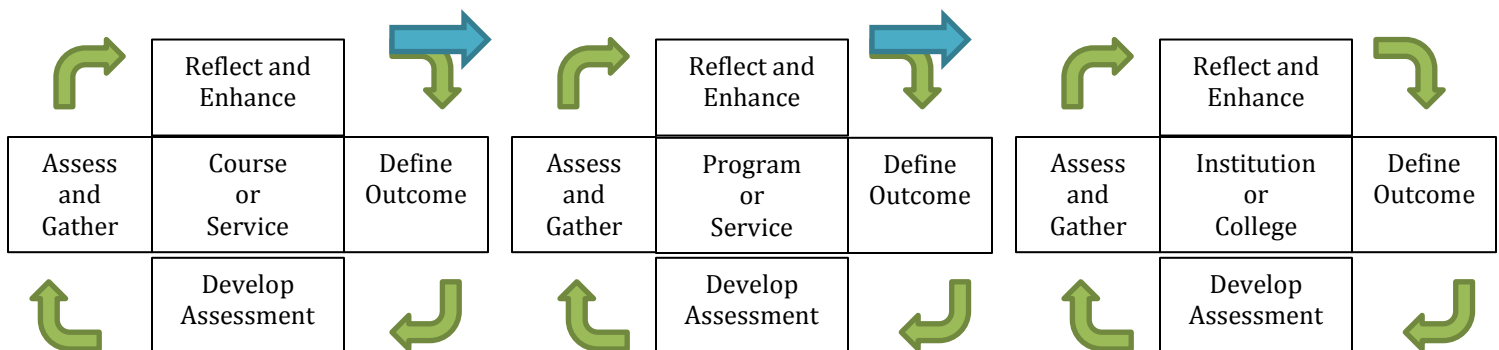
Student Learning Outcomes (SLO) Purpose Statement

The purpose of Student Learning Outcomes is to establish and institutionalize cyclical processes and procedures developed and driven by De Anza faculty and staff to define and assess specific observable characteristics or outcomes that demonstrate evidence of learning that has occurred as a result of a specific course, program, activity, or process. Learning outcomes require a shift in perspective from what is taught to what is learned.

Student Learning Outcomes (SLO) Defined:

The De Anza faculty define and assess Student Learning Outcomes that are overarching, clear, and assessable statements that identify and define what a student is able to do at the successful completion of a specific course, program, activity, or process. These outcomes may involve a combination of knowledge, skills/abilities, and/or attitudes that display behavioral evidence that learning has occurred at a specific level of competency. The ongoing assessment of Student Learning Outcomes is specifically linked to the De Anza College Mission, Institutional Core Competencies, program review, and the planning and budget process, including Strategic and Educational Master Planning efforts.

STUDENT LEARNING OUTCOME PROCESS:

Student (Support) Services Learning (SSLO) Outcomes Purpose Statement

The purposes of ongoing assessment of Student Services Learning Outcomes are to promote and enhance student success and improve services to students. The ongoing assessment of Student (Support) Services Learning Outcomes is specifically linked to the De Anza College Mission, Institutional Core Competencies, program review, and the planning and budget process, including
Strategic and Educational Master Planning efforts.

Student (Support) Services Learning Outcomes (SSLO) Defined:

The De Anza faculty, staff, and administration work in concert to define and assess Student (Support) Services Learning Outcomes that are overarching, clear, and assessable statements that identify and define what a student will be able to know, do, or feel at the successful completion of a specific program, activity, or process.

Administrative Unit Outcomes (AUO) Purpose Statement

The purpose of ongoing assessment of Administrative Unit Outcomes is to promote and improve program and institutional effectiveness and efficiency. The ongoing assessment of Administrative Unit Outcomes is specifically linked to the De Anza College Mission, program review and the planning and budget processes, including Strategic and Educational Master Planning efforts.

Administrative Unit Outcomes (AUO) Defined:

The De Anza administration, faulty, and staff work in concert to define and assess Administrative Unit Outcomes that are overarching, clear, and assessable statements that identify and define what a client/customer/student will be able to know, do, or feel at the successful completion of a specific activity or process.

DEPARTMENT CHAIR ROSTER AND CONTACT INFORMATION

Division	Department	Chairperson	E-mail
Academic Services	**Honors**	Mehrdad Khosravi	khosravimehrdad@deanza.edu 408-864-5384
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Disability Support Programs & Services	**Adapted Physical Ed**	Karen Jimenez	jimenezkaren@deanza.edu 408-864-8885
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	Speech Communication	Shagun Kaur (Chair) Matt Abrahams (Scheduler)	kaurshagun@fhda.edu 408-864-8381 abrahamsmatt@fhda.edu 408-864-8534
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	Sociology	Jennifer Myhre	myhrejennifer@fhda.edu 408-864-8560
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GOVERNANCE COMMITTEES AND ADVISORY

Committee	Name/Position	Tel	E-mail
Academic Senate	Mayra Cruz President	8358	cruzmayra@fhda.edu
	Randy Bryant Vice President	8840	bryantrandy@deanza.edu
	Paul Seitzol Executive Secretary	8512	setziolpaul@deanza.edu
College Council	Brian Murphy College President	8958	murphybrian@fhda.edu
	Mayra Cruz Senate President	8215	cruzymayra@fhda.edu
	Kevin Glapion SSPBT Co-Chair	8959	glapionkevin@deanza.edu
	Lisa Markus Faculty Rep	5523	markuslisa@deanza.edu
	Anu Khanna Curriculum Co-Chair	5787	khannaanu@deanza.edu
Campus Budget	Mayra Cruz Academic Senate President	8215	cruzmayra@fhda.edu
	Susan Cheu Co-Chair	8976	cheususan@deanza.edu
Instructional Planning and Budget Team (IPBT)	Randy Bryant Co-Chair- Academic Senate Vice President	8840	bryantrandy@deanza.edu
	Christina Espinosa-Pieb Vice President of Instruction	8958	espinosapiebchristina@deanza.edu
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	Rachel Pacheco Faculty	5605	pachecorachel@deanza.edu
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	Stacey Cook SSPBT Co-Chair	8330	cookstacey@deanza.edu
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Finance and Educational Resource Planning and Budget Team (FERPBT)	Susan Cheu Co-Chair	8976	cheususan@deanza.edu
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	_____ Faculty		
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	Nancy Canter Dean	8315	canternancy@deanza.edu
	Dave Capitolo Faculty	8312	capitolodave@deanza.edu
	_____ Faculty		
	_____ Faculty		
	_____ Faculty		
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	Randy Bryant Chancellor's Advisory	8840	bryantrandy@deanza.edu
Educational Technology Advisory	Judy Baker Chair	7749	bakerjudy@deanza.edu
	Cecilia Hui	8383	huicecilia@fhda.edu

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PROFESSIONAL RELATIONS COMMITTEE POLICIES AND PROCEDURES

ACADEMIC SENATE DE ANZA COLLEGE
APPROVED MAY 20, 2002

Definitions that apply in this document:

- A staff member is any non-student employee of the college;
- An administrator is any employee who supervises faculty;
- A faculty member is any employee whose primary employment at the college makes them eligible for representation by the Faculty Association;
- A student is someone registered for classes at the college whose involvement in Professional Relations matters is not as an employee of the college.

Membership:

The Academic Senate shall have among its standing committees a Professional Relations Committee, the members of which will be appointed by the Executive Committee but not necessarily be from the Executive Committee. The committee of the whole shall be composed of six tenured faculty members who meet as necessary to discuss procedures, policy, etc. Cases referred to the committee will be acted upon by a subcommittee of the three faculty members whose work at the college is furthest removed from the case under consideration. This subcommittee will be referred to as the Case Committee. The Professional Relations Committee will meet a minimum of once each year. The chair of the committee will be appointed by the Executive Committee for a term of two years. The rest of the committee will serve two year, staggered terms.

General Purpose:

The purpose of the Professional Relations Committee is to provide confidential interviews and conflict resolution for non-contractual conflicts involving faculty.

Invoking the Process:

In the event the conflict includes an administrator, a staff member, or a student in addition to a faculty member, this committee will collaborate with appropriate officers of the group pertinent to the non- faculty member administrative or classified staff prior to invoking a full process.

In order to be heard by the committee: a case involving a faculty member and an administrator must not have as its central issue anything covered by the faculty contract; a

case involving a faculty member and a staff member must not be covered by other college/district procedures; in a case involving a faculty member and a student, their relationship must not involve the faculty member's primary duties at the college. Once the Senate president determines that the case should be dealt with by the committee, the chair of the committee, in consultation with the Senate President, will select the members of the case committee.

Goals:

In all cases the Professional Relations Committee will attempt to achieve closure for all parties involved through a process of mediation. Mediation is a voluntary dispute-resolution process during which it is expected that all parties will cooperate with the committee in an attempt to resolve the conflict. Given successful mediation, the Professional Relations Committee will make findings of satisfactory closure and report those findings to the Academic Senate President. If conflict resolution is not successful, the Professional Relations Committee will make findings with regard to unprofessional and or unethical conduct and report those findings to the Academic Senate President. In cases of findings of unprofessional or unethical conduct, the Professional Relations Committee will make recommendations to place such findings in the appropriate faculty member's personnel files.

Committee Procedures:

The activities of the Professional Relations Committee will be guided by the Faculty Professional Ethics Statement (a copy of which is also attached) and by the following procedures:

 a. All discussions, deliberations, and recommendations of the Professional Relations Committee shall be confidential.

 b. Any De Anza staff member, administrator, or student who feels that unprofessional or unethical conduct on the part of a Faculty member has harmed that staff member, administrator, or student, or is harming the institution may ask the Professional Relations Committee to intervene. Complaints by students must be about faculty members not acting as their current instructors or counselors. No anonymous requests will be accepted or considered. Following a written request to the Academic Senate President and a decision by the Academic Senate President to formally invoke the Professional Relations Process, the committee will convene to consider the issue.

 c. When an intervention request is received by the Academic Senate President, the Academic Senate President, the Chair of the Professional Relations Committee, and the Faculty Association Conciliation Officer will meet to review it and determine whether or not the matter is a non-contractual subject within the scope of the Professional Relations

committee's jurisdiction and, therefore, whether or not to formally invoke the Professional Relations process.

  d. If the decision is made to review the situation, the Case Committee will select at least two of its members to conduct initial interviews of the involved parties. The selection by the committee will be made with careful consideration for any perception of conflict of interest. The purposes of the interviews will be to define the problem as perceived by both parties and to determine what, if anything, the person requesting the intervention wishes to have done to resolve the situation.

  e. On the recommendation of the Professional Relations Committee Chair, the Professional Relations Committee can be temporarily augmented with the approval of the Executive Committee of the Academic Senate. The intent of this augmentation is to provide a balanced fact- finding subcommittee. For example, if one or more of the parties involved in a dispute is a part-time faculty member, it is recommended that the Committee be augmented with a part-time faculty representative.

  f. After initial interviews, the Committee will meet to discuss any differences between the parties in their perceptions of the problem. The committee will then either formulate a presentation of a proposed written understanding between the parties or will hold meetings with each of the parties in attempts to get each to understand and acknowledge the perceptions and intentions of the other.

  g. After the interviews, the Committee may undertake additional activities to resolve the situation. One appropriate activity might be to interview other persons who may have direct knowledge of the situation. Another approach could be to bring the parties together for a face-to-face discussion in an effort to achieve reconciliation or some other mutual satisfactory resolution of the matter. If a face-to-face meeting is held, careful preparations must be made by the committee to include suggestions and questions for the parties and ground rules to be followed by both Committee members and the parties.

  h. After the Professional Relations Committee has conducted all confidential interviews, the Committee will:

- Attempt to resolve the conflict, develop a satisfactory compromise among parties involved, and present its findings to the Academic Senate President;
- Decide the most appropriate way of disseminating their findings and recommendations to all parties concerned. (The Committee must decide if its recommendations could forestall or compromise a potential resolution among parties involved.) Options include:
    1. face-to-face meetings with individuals involved;
    2. call all parties involved to a face-to-face meeting;
    3. provide a written summary to all parties involved with recommendations as to how to resolve the conflict, with a due date for responses;

- After the attempts have been made, if no resolution has been reached, the Committee must present a written summary of interviews, findings including the condition of non resolution, and recommendations to the Academic Senate President.
- If, through the process of confidential interviews, unprofessional behavior has been found, the Committee may recommend to the Academic Senate President that censure is appropriate and or that the case be presented to the appropriate Vice President of the College to determine whether or not the report is to be entered into the personnel files of any/or all of the parties involved in the conflict.
- If the complainant's conduct is questionable or at-fault, such findings will become part of the Professional Relations Committee's final report.

Any one of the parties involved may request of the Academic Senate President that a written copy of the findings be placed in his/her College Personnel file.

 i. At all times, the Professional Relations Committee shall act to resolve disputes in an expeditious manner without involving any outside parties unnecessarily.

 j. Professional Relations Committee permanent records will be maintained by the Committee Chair in a locked file in the Academic Senate Office. All records of the Committee will be filed and passed on to subsequent Committee Chairs. Records of disputes and findings will be maintained for a minimum of four years.

PROCESSES AND PROTOCOL

Department Curriculum, Curriculum Assessment and Overview

Curriculum Revision and Assessment Process:

1. If you need an ECMS (Electronic Course Management System) account, contact the Curriculum Office at, ecmsadmin@fhda.edu, and obtain one

2. Log into ECMS and claim the course that you are going to be revising (via the dropdown menu listing courses in your department).

3. Go into the edit mode for the course you are revising and make the appropriate changes
   a. If there are major changes to course content, make the appropriate changes in Topic V and when finished click, "SYNC Topic II" to sync Topics V and II. (Tip: The "QE" button which stands for quick edit and will let you make changes to contents easily).
   b. If there are NO major changes to the course content within the expanded description (Topic V), verify the following:
      i. Are the textbooks updated to the most current edition?
      ii. Does your course have SLOs and are they aligned with the course objectives?
      iii. Is there a "course justification"? (http://dilbert.fhda.edu/curriculum/Init_justification.html)
      iv. Are Topics VI, VII, and VIII aligned (explained below)? If the answer to any of the above is NO, then please make the necessary changes. c. In order to align Topics VI (Assignments) and VIII (Methods of Evaluation), make sure each of the assignments in Topic VI (examples of assignments are: quizzes, homework, exams, reading, oral presentations, research paper etc.) have a corresponding method of evaluation in Topic VIII. Detailed examples are available in the curriculum website (http://dilbert.fhda.edu/curriculum/Sample_align.html)

4. Once you are done editing, you are now ready for the rest of the paper work. A summary of the main forms needed is below. See also http://dilbert.fhda.edu/curriculum/Form_faq.html for a full list.

    a. Cover Sheet: Available at
http://dilbert.fhda.edu/curriculum/Form_cover.html. It's a good idea to save
the cover sheet, ONLY as a reference for the next revision cycle. Always check
the website for the newest versions as old forms will not be accepted. Your
division representative can answer specific questions on how to fill in
information on the cover sheet. This form requires signatures from the
division dean, department chair, curriculum representative, and you
(initiator). Curriculum Revisions Quick Guide October 2014

    b. Matrices: Use the following table to determine which matrices must be filled.
Your division representative will check the matrices to make sure you have
the correct forms and content filled out correctly. Complete this matrix if
your course has a prerequisite or advisory for: EWRT 1A A EWRT 211 and
READ 211 B EWRT 200 and READ 200 C Math 114 D Math 212 E Math 210 F
Within the same discipline as your course G Outside the discipline
(transferable course) O (3 CSU/UC's with similar requirement)

    c. Distance Learning Form: This only applies, if your course has a distance
learning and/or hybrid component. If not, then you do not need this form.
The form and the directions to fill out this form are here:
http://dilbert.fhda.edu/curriculum/Form_distance.html

5. ABOUT SIGNATURES:
    a. Before obtaining signatures on forms, be sure to show the edited ("changes
view") course outline to the person who will be signing the forms.
    b. Be sure to provide each person signing the form at least 72 hours to review
the outline and the form before they can sign it.

6. Once the forms are completed and signed, make THREE (3) copies of the forms. You
will need to submit THREE (3) copies and the original for a total of FOUR (4) as a
collated packet to the Curriculum Office.

7. Once the forms are submitted, send an email to ecmsadmin@fhda.edu with the
following information:
    a. Subject line: "ECMS Course Outline Complete: Course #_____"
    b. Body: "The following course is now complete in ECMS and ready for
Curriculum Committee review. Course # _____ Initiator name:
_____ Initiator extension: _____"

Department Chair Selection Process

The following guidelines are meant to assist departments in devising acceptable and sustainable processes. If a department is very close knit, there may be no need for formality. If, on the other hand, a department is large or has a history of less than easy consensus on matters such as selecting department chairs and or schedulers, we recommend the adoption of specific procedures and the keeping of records of processes and actions.

These guidelines are not intended to provide a legal framework although they do contain elements proven to withstand the test of legal challenges. They are intended for friendly usage to the extent they facilitate process and action rather than procedural wrangling, similar in some respects to the selective and facilitative rather than rigid application of Roberts Rules of Order which can be used to impede as well as to facilitate. Whether or not departments decide to adopt and apply some or all of the guidelines formally is entirely up to individual departments. If they are adopted, it is strongly urged that, simultaneous with adoption, adoption of the means for revisiting or otherwise reconsidering is agreed to.

Principles:

1. <u>Full and Consistent Transparency</u> – What one person knows, everyone should know as long as it is pertinent and first-hand information.
This goes for both those under consideration as well as all considering. This also goes for all aspects of process. Any proposed change in process should be known to all before anything happens to allow for comment and agreement.

2. <u>Self Revelation</u> – whenever possible, whatever pertinent information can be said to be reasonably applied to a decision to vote or act for or against someone's candidacy for department chair or scheduler should come from the candidate herself or himself.

3. <u>Avoidance of conflict of interest</u> - avoiding even the appearance of conflict of interest is extremely important. Given the multiple levels of negative consequences with conflict of interest, very stringent standards (even what might appear to be extreme to some) are important. Nowhere is the ability of smart people to indulge in delusional rationalization more enhanced than with conflict of interest, however harmless it may seem to be to the rationalizer.

4. That which is least problematic by all accounts (both in terms of process and in terms of result) which nevertheless accomplish the basic desired goal is best.

Avoiding Conflict of Interest

- The appearance of conflict of interest may be seen as conflict of interest.
- Some departments may find that textbook authors should refrain from being schedulers of part time assignments where those assignments include the possible use of their textbook(s) or other instructional materials.
- Some departments may find that it is sufficient to have schedulers who are textbook authors remain absolutely silent about the fact that they have an applicable textbook when scheduling part time faculty

Eligibility

- For a variety of reasons, department chairs and schedulers should be full time faculty.

Election for a Specified Term

- Length of term should be specified prior to first election.
- The committee recommends two-year renewable terms.

Rotation

- Rather than election, some departments my find that rotation solves multiple problems
- A rotation list is simple if done by seniority in the department
- Each faculty member has the right to pass the task along to the next person on the list
- A provision should be made prior to implementing a rotational system regarding what to do if someone is unable to complete a turn. Completion of the preceding term and thus having all full terms start art the same time of year seems to be most satisfactory.

Majority Rule

- Two basic systems exist, majority of those eligible to vote and majority of those voting during a specified period of time.

Part-Time Faculty Voting

- To allow part time voting or not to allow it is an important and potentially problematic question.
- As with other conflict of interest situations, every effort must be made to avoid even the appearance of conflict of interest. For example, in a contested election, no full time faculty member should speak to or otherwise contact part time faculty other than to inform them that voting will be taking place.
- Candidates for chair or scheduler positions should not contact part time faculty personally in any way.

- Notice of and other information about election should come from the department in a department approved written message.
- One simple way to allow part time participation while reducing the risk of "part timer takeover" is to require voting to be in person during a regularly scheduled department meeting.
- If part-time faculty vote, it is simplest and best for them to have a full vote.

Past Practice

- Past practice should only be relied upon only to the extent that it is non-controversially codified or is not a matter of controversy in the first place.
- If what is past practice becomes a matter of controversy and there is no or insufficient codification, starting from scratch may be the only lasting solution.

Voting Procedures

- Contested elections should be done by secret ballot with some agreed upon person from outside the department collecting and tabulating the votes. On line or electronic mail voting would be examples of this only as long as the person receiving and tabulating is not from the department.
- A perceived necessity of secret balloting may be a barometer of the departmental culture and may indicate that other aspects of departmental affairs should be codified.

Potential Role of the Professional Relations Committee

- The Professional Relations Committee is prepared to assist with examining the culture of a department and to make recommendations on any aspect of selection desired by the department but neither seeks nor has the authority to determine answers by itself.
- The committee may also be prepared to assist in election processes themselves on a case-by-case basis.

Department Chair Removal Process

Selection and Removal of Department Chairs and Schedulers:

The right of faculty to determine those who represent them is paramount. In light of this, it is not appropriate for Division Deans or other administrators to select or otherwise determine faculty acting as Department Chairs or Schedulers if any of the duties of these positions is to represent the faculty. However, there is an informal role for Division Deans the extent and nature of which should be determined, case-by-case, on the basis of the current culture in each department and division.

In Department Meetings, it is appropriate for Division Deans to meet with departments. It is appropriate for Division Deans to play a facilitative role in department

meetings in times of difficulty within departments as long as that role is limited to ensuring fairness. It is not appropriate for Division Deans to chair department meetings. In cases of ambiguity as to whether a dean is meeting with or is chairing a department meeting, consistency of interpretation is important. For example, meetings during which department decisions are neither called for nor to be made might logically allow for greater participation on the part of a dean. On the other hand, meetings where decisions are expected may best be done without the dean being present. As above, the department culture and common sense should play a large role in determining both formal process and informal protocol.

Classroom Setup and Etiquette for Faculty

Classes have a scheduled start and end time per the published De Anza College Schedule of Classes. The "passing time" in a classroom between the end of one class period and the beginning of the next is brief and is shared equally between exiting and incoming instructors. The passing time period represents a respectful and collaborative effort in a shared space between instructors. Both faculty and students benefit from these practices.

In all conditions, professional respect should be the key to classroom etiquette and organization.   This can best be achieved through a willingness to communicate views in a collegial manner and sharing an empathetic approach to classroom issues.

To facilitate a timely exit, faculty plan to give themselves enough time to end class on time and exit the room in a relaxed manner, while allowing the next instructor time and entry to the room to get set up before their class begins. It is the responsibility of the exiting instructor to return the classroom to the condition agreed upon by the department or division to which the classroom is assigned.

Suggestions for room condition:

- Each department/division makes a diagram of agreed-upon room set-up for each of the classrooms assigned to them and posts it in an obvious place in the classroom especially in rooms used by more than one division.
- White board/chalk board(s) is erased and any teaching materials attached to walls or other surfaces are removed.
- Podium, faculty desk, and/or audiovisual console surface are cleared of teacher materials, technology material/devices, and debris.
- Mobile audiovisual devices (televisions, overhead projectors, slide projectors, etc.) are moved to the side of the room, including retracting or winding the electrical cords so as to eliminate potential safety hazards.
- By college policy food/drinks are not allowed in classrooms. When one faculty member eats and or drinks and or allows students to do the same and another

faculty member sharing the room does not, tension between the two is very likely. If exiting faculty members notice food or drink or the containers for either are in the room, they remove the material regardless of whether or not they or their students left the material in the room.

Suggestions for Exiting Faculty

To demonstrate cooperation, professional etiquette, and allow the following class to begin on time, exiting faculty end their class at the scheduled end time and vacate the room as soon as possible, including leaving the room in the above described condition.

- Double-check the schedule of classes for the end time of the class period
- Direct students waiting with questions to come to office hours or to wait outside the classroom instead of spending time with them in the classroom during the passing time.
- Know the desired room configuration.
- Expect/allow the incoming teacher to enter and begin his/her set up during the passing time and no later than halfway through the passing time.

Good relations, including willingness to be flexible with regard to special circumstances such a a test or a guest speaker running late or a set up that takes a little extra time, are enhanced when exiting and incoming faculty members assist each other in the transition from one class to another.

Suggestions for Incoming Faculty:

To demonstrate cooperation and professional etiquette, incoming faculty wait to enter the classroom until a reasonable portion of the passing time has begun. This allows the exiting instructor time to dismiss students, gather teaching materials, and return the classroom to the agreed upon condition for the following course to begin.

Good relations, including willingness to be flexible with regard to special circumstances such a a test or a guest speaker running late or a set up that takes a little extra time, are enhanced when exiting and incoming faculty members assist each other in the transition from one class to another.

At a Minimum, Incoming Faculty:
- Can expect the outgoing instructor to dismiss his/her class at or close to the scheduled end time of the course (per schedule of classes).
- Allow the outgoing instructor the passing time to gather materials, re-arrange and exit the room.

- Can expect the classroom to be left in the traditional condition as defined and posted in the room unless there is, by mutual agreement, some other, temporary set up.
- Can expect to be able to enter the classroom and begin setting up for class during the passing time, as defined by the schedule of classes.
- Can expect the outgoing instructor to exit the room no later than the start time of the incoming instructor's class.

Faculty Case Review and Hiring Process

Recruitment and Advertising

Administrative positions are advertised for a minimum of six (6) weeks. In unusual or extenuating circumstances, the time frame may be reduced to not less than four (4) weeks with the approval of the President or Chancellor and the Vice Chancellor of Human Resources and Equal Opportunity. Where adequate pools of qualified candidates has been demonstrated by strong applicant response in shorter time periods for a particular position or discipline, the posting period may be reduced with the approval of the President and the Vice Chancellor of Human Resources and Equal Opportunity.

Recruitment and advertising strategies are intended to result in a strong pool of candidates that are both diverse and qualified. To that end, position announcements are provided to colleges, universities, and organizations committed to providing equal employment opportunities to a wide range of applicants and to organizations committed to serving underrepresented candidates.

In addition, position announcements are posted to online recruitment sites identified as part of "core advertising" strategies, and are advertised locally and in professional journals and related publications, in The Chronicle of Higher Education, and on other Internet sites as recommended by the Search Committee and the President. Department/program faculty, administrators, and classified staff are also encouraged to contact appropriate organizations to assist in identifying qualified candidates and to disseminate information regarding the position.

Applications

Employment Services accepts online applications and supplemental materials until 11:59 PM on the closing date, unless specified otherwise on the job announcement. The application period may be extended at any time by approval of the Search Committee, College President or Vice Chancellor of Human Resources. Employment Services will review the composition of the applicant pool to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures. If necessary, the application closing date shall be extended and additional recruitment shall be conducted. (A "monitored group" means those groups identified by

state and federal regulations for which goal development and reporting are required.) After the pool is approved, Employment Services shall forward all complete online applications to the Search Committee for screening.

Screening

Screening criteria and interview questions must be completed and approved by the Equal Opportunity Representative before the Search Committee can access the applications. Screening criteria must be job related and are developed from the position description and the qualifications and requirements listed in the position announcement. Screening criteria help members to review each application objectively. The screening criteria must be listed on an appropriate screening form that must be used by each member of the Committee. Each committee member must participate in the screening process. The Committee selects applicants to interview who will best meet the needs of the students, the division, the College and/or the District. Committees will consider the other special needs of the division/department/program and the student population to be served in the selection of candidates. The Equal Opportunity Representative reviews the pool selected for interviews with the college diversity office to insure that no screening or selection criteria has adversely affected any monitored group. The Equal Opportunity Representative and the College diversity coordinator may recommend that the search be suspended until steps are taken to remedy any adverse impact.
Additional steps may include a discussion with the Vice Chancellor of Human Resources and Equal Opportunity or his/her designee regarding the overall composition of the applicant pool and the screening criteria or procedures that have produced an adverse impact. The Committee may decide to interview additional candidates or recommend that further recruitment be initiated before proceeding.

Interviews

Interviews are scheduled by the Chair of the Search Committee. Each candidate must be provided the same interview information and offered a choice of interview times whenever possible. All members of the Search Committee must be present for all interviews. If a member misses an interview, that committee member is removed from the Search Committee. Each member of the Committee documents the interview in a format agreed upon by the Committee.

After interviews are completed, members of the Search Committee discuss and evaluate the qualifications of the candidates including how candidates will meet the needs of a diverse student population. If the Search Committee is not satisfied with the interviewed candidates, the Committee may: Review the applicant pool to ensure that qualified applicants have not been overlooked. If applicable, request to have any additional complete applications that have been submitted since the first review date forwarded for screening; Request that Employment Services contact applicants with incomplete applications to request the missing application materials; or extend or re-open the search.

The Search Committee identifies two or more candidates to meet with the Selection Committee for further assessment.

The Equal Opportunity Representative reviews the finalist pool to determine whether any selection criteria or procedures used in the interview phase has had an adverse impact on any monitored group. If the Equal Opportunity Representative believes that adverse impact exists, he/she shall consult with the Committee Chair, the diversity coordinator and the Vice Chancellor of Human Resources and Equal Opportunity or his/her designee to determine whether additional steps should be taken to ensure equal employment opportunity. An unranked list of finalists is forwarded to the President who convenes the Selection Committee. As noted above, the President and/or Chancellor or their designees must approve any exceptions to this process. The Search Committee Chair returns all the screening and interview forms and all other non-finalists application materials to Employment Services.

All members of the Selection Committee must be present for all interviews and subsequent discussions. If a member misses an interview he/she is removed from the Committee.

Reference Checking

Reference checks must be completed in accordance with the policies and principles of equal opportunity. Reference information must be held in strict confidence within the committee.

Final Selection

The President (Vice Chancellor or Chancellor) will make the final decision on the candidates and forward the selected candidate to the Chancellor for recommendation to the Board. The President or his/her designee may extend a tentative offer of employment to the selected candidate pending approval by the Board of Trustees. Any offer prior to Board approval must be clearly stated as a tentative offer contingent on Board approval.

Handling Disruptive Student Behavior

De Anza College is committed to ensuring the college community's safety. The college community has the right to study and work in a safe environment that is free from disruptive behavior. The college does not tolerate acts of disruptive behavior against college community members or property of students, employees or members of the public.

In an effort to enforce all policies and procedures set forth in the Standards of Student Conduct. The college is committed to taking appropriate remedial and/or disciplinary steps when violations occur.

What is Disruptive Behavior?
Disruptive behavior can include, but is not limited to, the following:

- Verbal abuse
- Physical abuse or threats
- Willful damage to person or college property
- Inordinate demands for time and attention
- Harassment
- Discrimination
- Disruption of a classroom, administrative or classroom activity.

Guidelines for Handling and Reporting Disruptive Behavior

Disruptions which are minor annoyances and non-threatening are expected to cease upon the first request. Repeated behavior will be handled according to guidelines set forth in the Standards of Student Conduct. These guidelines are applicable to the classroom or to any administrative or campus-related activity.

Inform the Disruptive Student:
1. Of the appropriate standard of behavior
2. That the disruptive behavior will not be tolerated because it interferes with the educational process or functioning of a campus activity, or deprives others of the right to learn, the right to service and/or the right to feel safe.
3. That he or she will be reported to the Dean of Student Development if the behavior continues. This verbal notice must be followed up in writing, with a copy given to the student at the next class meeting or contact.

If the Behavior Continues:
1. You have the right to ask the student to leave your class for the day of removal and the next class meeting.
2. If the student refuses to vacate the premises, call Campus Security at X5555

Call	When
Campus Security X5555 7 am – 12 midnight	• The person appears threatening or dangerous
Counseling X8730 or 8649 <u>Days</u> Monday-Thursdays 8 am – 5 pm Fridays 8 am – 4:30 pm <u>Evenings</u> Monday-Thursdays 5-8:30 pm	• You suspect a person may be emotionally troubled • You feel other people involved in or witnessing the incident need support • You need advice on interventions • You would like to make a referral on behalf of the person
Evening Coordinator X8333 After 5 pm	• The person's behavior is disruptive but there is no

	imminent danger

The Dean or head of the respective faculty's department must be informed in writing of your actions immediately, and must be provided with copies of any warning notices previous given to the student.

It is important that incidents of disruptive behavior be reported so the college can monitor and utilize appropriate intervention to minimize the occurrences of disruptive behavior. When reporting disruptive behavior be specific, concise and describe observable behavior. Avoid evaluative diagnosis. Verbal reports on disruptive behavior may result in the college requesting that the individual making the report or other individuals involved in the incident to file a written report.

Once a disruptive incident is reported, the Dean of Student Development or designee handles disciplinary matters. The disciplinary action taken will depend on the seriousness and complexity of the disruption. Disciplinary sanctions range from reprimand to expulsion. The individual reporting the incident will be kept informed of the disposition of the case.

CALENDAR IMPORTANT DATES AND DEADLINES

Name of the Item	Deadline
Faculty Appointments to Committee	October
New Faculty Position Request	December
Program Review	Spring (April-May)
Faculty Retirement Notification	December
B-Budget Expenditures	May
DASB Funding Requests	June
Fall Schedule Deadline	May
Winter Schedule Deadline	September
Spring Schedule Deadline	January

COLLEGE RESOURCES

Reserve Materials at the College Library

Course books are placed on academic reserve for specified courses. The following are the steps to follow:

1. Select materials to place on academic reserve
2. Go to the check out desk of the library
3. Complete the On-Reserve Form
4. Review the list of items on reserve quarterly or when necessary. The library staff will send a notification for review.

Community Based Learning/Develop Civic Responsibility

De Anza College embraces the principles of civic engagement and affords students the opportunity to integrate civic responsibility into their educational experience through the Vasconcellos Institute for Democracy in Action (VIDA), formerly known as the Institute for Community and Civic Engagement (ICCE). The VIDA's Community Service Learning (CSL) Program focuses on experiential learning by arranging for students to interact with diverse and often underserved people in a variety of workplace environments, reflect on their community involvement, and connect and integrate their experiences in the community with their classroom learning and their own lives. CSL can be required or can be attached as additional credit in G.E. courses from all disciplines at De Anza College.

Faculty who require a minimum of 12 hours of community service can have their class listed as an "S" class. This will show up on the schedule of classes, and when students get their transcripts, the hours they have done will show up as a total.

To learn more about special programs or initiatives offered by the Vasconcellos Institute for Democracy in Action (VIDA), call 408-864-8739 or contact VIDA via email at communityengagement@deanza.edu and learn more about how to establish CSL project.

Board of Trustees
Foothill-De Anza District

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Samples of the Department Chair Job Description

WEST VALLEY-MISSON COMMUNITY COLLEGE DISTRICT TITLE: DEPARTMENT CHAIR

INTRODUCTION:

The Department Chair shall be responsible and accountable for the day-today operations and academic issues within the department. The working relationship which is fostered between the department faculty, Department Chair, and Division Chair shall be considered the basis for establishing and maintaining the college's shared governance model in working with administration. The Department may be given reassigned time or other compensation for carrying out his/her duties and responsibilities in accordance with Article 21.

DUTIES AND RESPONSIBILITIES: In cooperation with members of the department and other staff, the Department Chair shall ensure that the following duties and responsibilities are successfully achieved:
  • Facilitate the development of annual goals and objectives by the department, and identify means for communication, implementation, and achievement of these goals. Provide an ongoing communication link with the department and the Division Chair. Maintain regular, ongoing communication with Department members and the Division Chair.
  • Coordinate efforts of department/program faculty to complete Program Review and implement recommendations.
  • Assist in the recruitment, hiring, orientation, and appraisal of full-time and associate members, instructional aides, and other staff.
  • Provide leadership in the preparation and updating of course outlines and catalog information. Assist in the development of curriculum/programs and the implementation of the curriculum approval process at the department level.
  • Ensure that all instructional members of the Department provide a current course syllabus to each student in their classes and to the division office or Office of Instruction.
  • Prepare and implement a WSCH/FTE Plan for the department. Prepare all schedules for the department/program and assist the Division Chair in final preparation of the published schedule.
  • Prepare, supervise, and monitor all aspects of the department's budget, and discuss periodically with the Division Chair.
  • Act as the first line of authority relative to student and departmental faculty complaints/concerns and inform the Division Chair of the nature, status, and action taken, while at the same time maintaining the professional academic integrity and privacy of all parties concerned. FACULTY
  • Assist in maintaining and updating the college catalog on matters relating to departments or programs.

• Plan and conduct department meetings.

• As appropriate, establish and maintain a close liaison with community, business and industry through visitations and meetings. Ensure that advisory committee meetings are held as required by Education code.

• Ensure department/program representation, when necessary, at Board meetings and on district and college committees.

• Work with the Articulation Officer on assuring that articulation agreements with school districts, state colleges/universities, community, state, and federal agencies are maintained and periodically updated.

• Assist the Division Chair in administering College's/District's policies and procedures, including compliance with all bargaining unit agreements.

• Assist and support the Division Chair in the completion of his/her duties and responsibilities such as verifying the accuracy of payroll forms.

• Maintain and annually update the associate faculty pools and recommend associate and substitute instructors in accordance with District policy.

• Facilitate departmental requests in the scheduling, use, and maintenance of equipment and facilities.

• Assist the Division Chair in other duties as defined in consultation with the Division Chair and/or the department.

Note: The Department Chair job description specific to West Valley College shall be eliminated. Note on the parties' intent: With the removal of "With direction from the appropriate Division Chair," the parties do not intend to change the pre-existing organizational structure of the District or management responsibilities of any position.

Board Approved Revisions (Title, Introduction, Duties and Responsibilities): April 16, 2009

RESOURCE LIST

Roles and Responsibilities of Faculty Academic Chairs: An Academic Senate Perspective.
Spring 2004
http://www.asccc.org/sites/default/files/publications/DivisionChair_0.pdf

ACE Department Chair Online Resource Center
Constructing the Role of the Department Chair 2004
http://www2.acenet.edu/resources/chairs/docs/graham_constructing.pdf

Draft includes revisions based on input received Oct 2015