

Art and Humanities Department Charter
Academic Year 2024-2025
Adopted : September 20, 2024

Department Philosophy:

The core philosophy of the Art and Humanities Department is a comprehensive commitment to student success. This goal is reflected both within and outside the classroom. This philosophy begins by providing a safe and positive work environment that embraces diversity, equity, and inclusion for all. The Department embraces a collaborative approach that celebrates individual accomplishments while realizing the collective impact of the team on student success.

Everyone's voice matters with differing points of view being valued and incorporated into the Department's daily work. This mutual respect and support are critical to lay the foundation for dynamic learning environments where students can achieve their academic and professional goals.

Critically, the Department seeks to foster an environment of intellectual and creative growth among faculty, staff, and students. A commitment to disciplinary expertise ensures that each student receives relevant, impactful, and inspiring instruction.

The establishment of this charter specifies the guidelines and principles used to facilitate the culture we seek. This charter outlines the processes and procedures used to govern the operation of the Art and Humanities Department.

Mission:

The Department's mission is to provide students with a quality education in the Arts and Humanities. Helping students realize their educational goals of completion, transfer, and/or personal enrichment is central to the Department's work.

Department Objectives:

1. Promote intellectual and creative excellence in the classroom.
2. Maintain rigorous academic and professional standards for the evaluation of student performance.
3. Support innovative and high impact teaching practices within the classroom.
4. Provide a safe and welcoming learning environment that emphasizes diversity, equity, and inclusion.
5. Prepare students for entry into the workforce.
6. Assist students in the completion of core courses for transfer.
7. Assess student learning outcomes to identify both success and opportunity within the classroom.
8. Provide instruction in multiple modalities to facilitate student access to instruction.
9. Promote active involvement and professional development within a faculty's discipline.

1.Guidelines for Approving and Amending the Charter

1.1 Voting Members:

All Residential faculty members holding 51% or more of their designation within the department are considered to be voting members. The Department Chair votes as a regular, voting member of the faculty. Adjunct Faculty within the Department are not voting members for the initial approval or subsequent amendment of this charter. However, they will be provided copies of all proposed amendments and given adequate time to read and provide comments on approval or non-approval of amendments. Adjunct Faculty comments will be collected in a shared document and given to voting members for consideration at least two days prior to the votes being held.

1.2 Proposing and Voting on Amendments:

Any Residential faculty member or Adjunct faculty with a Residential sponsor may propose an amendment to this charter anytime during the amendment proposal period in August and September . A written motion via electronic mail must be submitted to members of the faculty describing the nature of the amendment and documenting its need. Faculty members will be given sufficient time to read and consider the proposed amendment prior to it being discussed in a special Charter Department meeting held in September. The motion will be discussed in the (in-person and/or virtual) Department meeting*, which must have a quorum of 75% of voting members. All votes will be held by secret ballot to ensure anonymity. If at least 2/3 of the eligible voting members vote for the amendment, it will be enacted by the end of September. The enacting amendment timeline is subject to the approval of the College Faculty Senate for compliance with the Faculty Agreement and College Plan. Amendments that do not meet the $\frac{2}{3}$ threshold, may be reconsidered the following year.

*Voting members who are unable to attend in person due to travel, sickness, or other leave, will have the opportunity to vote electronically.

1.3 Updating Charter to Assure Compliance:

In the event the Faculty Agreement and the College Plan are revised, Department Charters must be updated in accordance. The Chair may revise a specific section of the document to comply with District and College policies at any time and communicate that change with the faculty.

1.4 Conflict:

In any event in which this Charter is in conflict with the Faculty Agreement and/or College Plan, the Faculty Agreement and College Plan shall take precedence.

2. Process of Identifying, Selecting, Delegating, and Compensating Department/Division Supervisor Roles

2.1 Chair Duties: The Art and Humanities Department recognizes that Department and College level issues, initiatives, and challenges are dynamic and that the needs of each Department Chair are individually-based and subject to change. Accordingly, GCC will allow each Chair to determine which, if any, delegable duties, they choose to delegate and may change such duties on a semester-by-semester basis.

Duties That Cannot Be Delegated (60%)	Duties That Can Be Delegated (40%)
<ol style="list-style-type: none"> 1. Plan, manage, and oversee the Department/Department budget 2. Review and provide final approval for the evaluation of Adjunct Faculty 3. Review and provide final approval for Department/Department reports (e.g., annual reports, staffing requests, program reviews) 4. Facilitate Department/Department meetings 5. Address, manage and work to resolve conflicts 6. Manage and work to resolve formally registered student concerns 7. Identify, select, and evaluate other supervisory and non-supervisory roles in accordance with procedures set forth in the College Plan. 	<ol style="list-style-type: none"> 1. Plan, manage, and oversee the Department class schedule 2. Review and provide final approval for the selection of Adjunct Faculty 3. Participate as a representative for the Department 4. Supervise and support Residential and Adjunct Faculty 5. Chair Residential Faculty position search committees 6. Evaluate Probationary Residential Faculty in accordance with the Faculty Agreement 7. Evaluate Adjunct Faculty 8. Supervise, support, and evaluate staff and temporary employees, according to the Staff Policy Manual 9. Supervisory duties including evening and summer supervision

2.2. Process of Identifying and Delegating Department Leadership Roles:

The Chair may delegate responsibilities and leadership roles in a manner consistent with the Faculty Agreement and the College Plan. The Chair assigns workload, including, but not limited to, the assignment of teaching responsibilities. The Chair distributes responsibilities in consultation with individual Residential and Adjunct faculty members each semester in accordance with the mission and priorities of the College and the goals of the Department. Individuals serving in a delegable role will be offered regular feedback as needed and/or requested.

Every academic year the Chair will solicit feedback from faculty regarding their interest in assuming departmental roles as designated from the above duties and assignments.

Department roles may be reassigned by the Department Chair every academic year as necessary to support the department's needs. In addition to informing relevant stakeholders when positions related to delegable responsibilities need to be filled, the Chair will also communicate with relevant stakeholders when said positions have been filled.

The Chair may revoke delegated duties each semester. The timeline for the revocation will be decided in consultation with the department's Dean of Instruction and/or Human Resources.

Dispensation of supervisory compensation among the supervisory duties will be guided by the available supervisory budget and determined and allocated in consultation with the Department Chair and the relevant academic dean prior to the beginning of the academic year.

3. Process for Shared Academic Freedom Decision-Making:

The Residential Faculty Agreement, the College Plan, and this Charter all support academic freedom for all faculty members in all of its forms: freedom of instruction, freedom of research and publication, freedom of intramural speech, and freedom of extramural speech. The Art & Humanities Department adopts in full the RFA's statement on academic freedom in RFA 3.1 which reads as follows:

All Faculty are entitled to instructional freedom in discussing their subject with students, and they should exercise their best effort to ensure topics are relevant to their subject. Residential Faculty, in consultation with OYO, OSO, and Adjunct Faculty, will determine curriculum and relevant subject matter for courses, recommend the appropriate pedagogy, textbooks, and other materials relevant to teaching their subject.

All Faculty shall maintain the right and responsibility to determine grades and other evaluations of student performance.

In a multisection course taught by several faculty members, responsibility is often shared among the instructors for identifying common course elements. Such elements may include (but are not limited to) textbooks, syllabus statements, assessments, and LMS modules. When properly applied, this shared academic freedom supersedes the academic freedom rights of individual faculty members. Such decisions should be made following a meaningful and inclusive process that invites involvement from all interested faculty members (full-time and adjunct) teaching the course at the time the decision is made. Decisions regarding common instructional elements should be reevaluated regularly by appropriate faculty.

Outside of class, when Full-Time and Adjunct Faculty express themselves as citizens or as public employees, they shall be free from institutional censorship or discipline. When acting as citizens, Full-Time and Adjunct Faculty will exercise their best efforts to indicate that they are not speaking for the institution and to conduct themselves as scholars and representatives of higher education. When acting as public employees, Full-Time and Adjunct Faculty will be

allowed to speak freely on all matters of institutional governance, as is necessary to support a robust system of shared governance.

All Faculty are entitled to freedom in research and in the publication of the results consistent with the provisions of Article 4 Intellectual Property Rights

4. Course Assignments:

Course assignments are made by the Chair, Program Director, or Designee consistent with the mission, priorities, and instructional needs of the Department and the College. The Chair/Program Director/Designee, in consultation with each individual faculty member, determines the course load distribution for each faculty member consistent with faculty teaching load requirements and the qualifications and expertise of given faculty to teach specific courses. Ultimately, faculty course assignment decisions will prioritize current enrollment trends and needs and will be made in accordance to guidelines set forth in the Faculty Agreement. If course assignments and load distributions are designed by a Program Director or Designee, the Chair retains the authority to make changes to address departmental needs.

The Art and Humanities Department is committed to delivering high quality online instruction. Consistent with department objectives, all faculty teaching online courses must complete the CTLE's three-part Strategies for Effectively Teaching Online series OR provide evidence of comparable training. Verification of comparable training will be conducted by CTLE staff. Faculty seeking to demonstrate completion of comparable training may be required to provide supporting documentation, such as proof of completion, a syllabus with a course outline, and/or course learning outcomes.

5. Book Selection:

Texts are selected for use in instruction on the basis of quality and cost effectiveness, and faculty are encouraged to utilize OER options when possible. Lead faculty select the course textbooks after consultation with the Residential and Adjunct faculty teaching the courses.

6. Department Meeting Schedule:

The Chair will call formal Department meetings to include Residential Faculty, Adjunct Faculty, and staff, for the beginning of each semester. Other meetings will be scheduled as needed and will be determined by the volume and/or urgency of business to be conducted. The schedule for regular meetings will be announced at the beginning of each fall and spring semester. The Chair shall prepare and distribute a tentative agenda prior to the meeting with sufficient time for Department Residential and Adjunct Faculty and staff members to request that items be included on the meeting agenda.

7. Adjunct Rights and Support

7.1 Adjunct Support:

The Department is committed to adhering to the Adjunct Faculty rights outlined in the Faculty Agreement. We recognize that Adjunct Faculty are an integral part of the Department and their voice is important in the consideration of goals, textbook selection, and course scheduling for the courses they teach. The Department is committed to providing tools and resources to support Adjunct Faculty development, retention and success in the classroom.

7.2 Process for Reappointment of Department Adjunct Faculty:

Per the Adjunct Faculty Handbook 4.B, adjuncts are at-will employees, and there is no guarantee of continued teaching assignment from semester to semester. Performance review and fluctuations in enrollment can both impact staffing of subsequent courses needs. When possible, the Chair, Program Director or Designee will notify Adjunct Faculty of reappointment or non-reappointment, with as much advance notice as possible, so they are able to anticipate changes. It is understood by all Department faculty that enrollment and College budgetary needs may impact the timeliness of reappointment notification. After having been assigned for an initial term, an Adjunct Faculty member who is subsequently notified of non-assignment may request from their Faculty Chair or faculty supervisor the reasons that contributed to the decision. Upon the Adjunct Faculty Member's written request, the reasons will be confirmed in writing by the Faculty Chair or faculty supervisor.

7.3 Adjunct Faculty Evaluations:

Adjunct faculty evaluations will be conducted in a manner consistent to policy 4.E in the Adjunct Faculty Handbook.

8. Expectations of Department Faculty

8.1 Overview of Responsibilities:

Department faculty are expected to meet their professional and institutional commitments at the College and within the Department. Faculty should familiarize themselves with the Faculty Agreement, the College Plan, and the Department Charter to ensure compliance with all policies and procedures. Faculty must complete all required training and annual disclosures as mandated by District Human Resources. Faculty should be active participants as committee members, student advocates, and in other appropriate capacities to support the Department, College, and District.

8.2 Assessment of Course and Institutional Level Outcomes

Faculty are expected to support the educational mission of the College by engaging in the student learning assessment process for the purpose of continuous improvement. Guided by the Department Assessment Coordinator (DAC), all faculty are expected to participate in assessment activities. These activities include, but are not limited to, data collection for course, program, and institutional assessment and implementation of identified interventions to improve student outcomes. Residential faculty and Adjunct faculty who are sole instructors for their courses will be expected to serve as Course Leads. For courses with multiple faculty, one faculty member will serve as the Course Lead, unless faculty are conducting individual assessments. Course Leads are responsible for developing assessments in collaboration with

course faculty (including dual enrollment faculty), submitting course assessment reports, and guiding faculty through identified interventions prior to reassessment.

8.3 Professional Development

Effective classroom instruction requires all faculty to remain actively engaged in their respective disciplines and aware of high impact teaching practices. The Department actively encourages faculty to participate in relevant CTLE and MCLI training opportunities. Also, faculty are encouraged to utilize faculty professional growth benefits each year to remain intellectually and creatively engaged with their respective disciplines.

9. Department Committees

It will be necessary at times to develop Department committees to perform relatively short-term tasks. Committees normally should not be in existence for more than one year. These committees may consist of residential and adjunct faculty along with staff members depending on the purposes of the committee.