Business & Information Technology

# DEPARTMENT CHARTER

# Charter Preface

The Charter is a document developed by each college's Departments and/or Divisions that reflects how the Department/Division has determined to organize itself and make decisions. The purpose of the Charter is to allow Departments and Divisions flexibility in their self-governance while ensuring transparency and participation as appropriate by all Full-Time and Adjunct Faculty within the unit. A Charter template outlines the required and recommended components of the Charter and is reviewed by the college's Faculty Senate (Maricopa County Community College District, 2024, p. 36).

This document outlines the required and recommended components of the Charter and is reviewed by the college's Faculty Senate.

The Department/Division Charter is a document developed by each Department/Division's Residential Faculty, in consultation with its OYO, OSO, and Adjunct Faculty, which describes the operational processes of the Department/Division.

Consultation with the Dean and/or VPAA is highly encouraged during the creation, review, and amendment process of the Department/Division Charter. Department/Division Charters are made publicly available online by the Faculty Senate and are included in an Appendix to the College Plan. Within twelve (12) months of each Faculty Chair election, the Department/Division Charter must be reviewed and approved by their Residential Faculty.

# Charter for Business & Information Technology Department
# Glendale Community College

## Business & Information Technology Department Philosophy and Vision

The Business & Information Technology Department is only successful if it is operated as a collective team of faculty and staff in a positive working environment. Only when we treat each member with mutual respect and value all contributions, regardless of roles, will our students have the opportunity to achieve their educational goals and career aspirations. Individuals maintain responsibility for their individual goals and success and also how those goals can contribute to the overall goals of the department and college. Department members will always be encouraged to participate in learning opportunities that offer them advancement in these goals; individually, departmentally, or college-wide.

The vision of a Department charter is to provide a supplemental outline of the processes and principles that support the development of policies and procedures for the successful operation of the Department. This is in collaboration with the GCC College Plan and the MCCCD Faulty Agreement. The charter will assist in maintaining and improving a Department culture that can sustain and grow innovatively to support our students.

## Business & Information Technology Department Mission

To offer educational and innovative learning opportunities in business and information technology to prepare students for employment and success in the global marketplace.

## Business & Information Technology Department Objectives

- To provide an educational environment where teaching and learning are top priorities;
- To develop positive attitudes ion our students toward quality work, self-discipline, personal motivation, ethical behavior, effective leadership, and teamwork;
- To prepare students for lifelong learning;
- To serve as a useful training resource for the business community;
- To maintain a faculty actively involved in their respective professions;
- To model effective organizational performance based on commitment, individual competence, integrity, self-management, and pride;
- To improve instructional quality through regular and consistent use of relevant and effective assessment methods.

# Guidelines for Approving and Amending the Charter

Department Charters will be reviewed each spring semester, with revisions approved no later than September 30th in order to be provided to the Faculty Senate for public posting and inclusion in an Appendix of the College Plan. Revisions will include updates based on Faculty Agreement and College Plan changes, although a Chair may revise a specific section of the document to comply with District and College policies at any time. If a Charter is in conflict with the Faculty Agreement and/or College Plan, the Faculty Agreement and College Plan shall take precedence.

The department will offer an open comment period of no less than two weeks for all Residential and Adjunct faculty who teach within a department to suggest Charter revisions and no less than one week to provide feedback on suggested revisions. The Chair may designate one or more Residential faculty to manage the revision process. Following the open comment period, the Chair or Designee will moderate a conversation with all voting members, followed by a vote on the revisions with ⅔ majority required for approval. Voting members include Residential faculty members holding 51% or more of their designation within the department. The Chair votes as a regular voting member of the department. At the request of any voting member, the vote will be held by secret ballot, ensuring anonymity. Voting members who are unable to attend in person due to travel, sickness, or other leave will have the opportunity to vote.

# Process of Identifying, Selecting, and Delegating Department Leadership Roles

Every academic year, the Chair may delegate responsibilities and leadership roles in a manner consistent with the Faculty Agreement and the College Plan, and based on individual faculty member's expertise, current need, and faculty interest. The Chair assigns workload, including, but not limited to, the assignment of teaching responsibilities, supervisory duties, and summer supervision. 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, the goals of the Department, and the Department's supervisory budget. Department roles may be reassigned by the department chair every academic year or as necessary to support the department's needs. Individuals serving in a compensated role will be offered feedback. The Business & Information Technology 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.

The Chair will decide dispensation of supervisory compensation in conversation with faculty receiving supervisory pay after the annual supervisory budget is received and College decisions have been finalized.

| RFA 7.2.4: *The Department/Division Charter shall specify which of the duties listed in Article 7.2.4.1 shall be performed by the Faculty Chair in exchange for their Chair stipend and required Chair reassigned time. The Department/Division Charter shall also specify how the Faculty Chair and/or Assistant Faculty Chair(s) shall perform any remaining duties in Article 7.2.4.1, as well as the dispensation of the remaining reassigned time. Additionally, the duties listed in Article 7.2.4.2 may be performed by any Department/Division faculty member in exchange for compensation as specified in the Department/Division Charter and in compliance with Article 7.4.4.* | |
|---|---|
| **7.2.4.1 Supervisory Duties Performed by the Faculty Chair or Assistant Chair** | **7.2.4.2 Other Department/Division Supervisory Duties** |
| The Faculty Chair and/or Assistant Faculty Chairs will perform the following duties:<br><br>• Plan, manage, and oversee the Department/Division budget<br>• Facilitate Department/Division meetings<br>• Represent the Department/Division on college leadership councils<br>• Ensure all other Department/Division Supervisory Duties are performed<br>• Review and provide final approval for the selection and evaluation of Adjunct Faculty in accordance with current Human Resources procedures<br>• Review and provide Department/Division level approval for Department/Division reports (e.g., annual reports, staffing requests, program reviews)<br>• Determine Department/Division class schedules subject to final approval by the VPAA or designee Identify, select, and evaluate other supervisory and non-supervisory roles in accordance with procedures set forth in the College Plan<br>• Communicate and ensure adherence to College and District objectives, policies, and procedures applicable to Department/Division faculty and staff | All Faculty within the Department/Division may perform the following duties in exchange for remuneration as designated within the Department/Division Charter:<br><br>• Address, manage, and work to resolve conflicts<br>• Manage and work to resolve formally registered student concerns<br>• Manage program-specific budgets<br>• Plan, manage, and oversee the Department/Division class schedule<br>• Recruit, review, and recommend approval for the selection of Adjunct Faculty in accordance with current Human Resources procedures<br>• Supervise and support Full-Time and Adjunct Faculty<br>• Chair Residential Faculty position search committees<br>• Evaluate Probationary Residential Faculty in accordance with the Residential Faculty Agreement<br>• Evaluate Adjunct Faculty<br>• Supervise, support, and evaluate staff and temporary employees, according to the Staff Policy Manual<br>• Perform supervisory duties including evening and summer supervision<br>• Oversee occupational program (e.g., supervise faculty and staff, administer Advisory Council meetings)<br>• Coordinate completion of required program reports (e.g., program reviews) |

# Process for Shared Academic Freedom Decision-Making

The process for shared academic freedom within the Department/Division regarding textbooks, common assignments, common assessments, and required Canvas elements is established to ensure equitable participation and decision-making among all faculty members. Residential Faculty, in collaboration with OYO, OSO, and Adjunct Faculty, hold the responsibility of determining the curriculum, relevant subject matter, and recommending pedagogy, textbooks, and other instructional materials. This collaborative approach acknowledges the expertise and perspectives of all faculty members involved in teaching a particular course. In the context of multi-section courses taught by several faculty members, the responsibility for identifying common course elements is shared. These elements may include textbooks, syllabus statements, assessments, and LMS modules. Decisions regarding these elements are made through a meaningful and inclusive process that invites participation from all interested faculty members, both full-time and adjunct, teaching the course at the time of decision-making. This process is documented in the Department/Division Charter and undergoes periodic review to ensure ongoing relevance and inclusivity.

Furthermore, outside of class, Full-Time and Adjunct Faculty are entitled to express themselves freely as citizens or public employees without fear of institutional censorship or discipline. When acting in these capacities, faculty members are expected to indicate that they are not speaking on behalf of the institution and to conduct themselves in a manner consistent with the values of scholarship and higher education. Specifically, when acting as public employees, faculty members have the freedom to speak on matters of institutional governance to support a robust system of shared governance. Additionally, all faculty members have the right to freedom in research and in the publication of their results, in accordance with the provisions of Article 4 Intellectual Property Rights.

In the selection of course textbooks, quality and cost-effectiveness are prioritized. Lead faculty, in consultation with Residential and Adjunct faculty teaching the courses, select the texts to be used in instruction. Texts undergo evaluation at the end of each spring semester to facilitate any necessary changes for the subsequent fall semester or sooner, depending on the circumstances. This process ensures that the materials used in instruction align with the educational goals of the department/division while also considering the needs and perspectives of all faculty members involved.

## Teaching and Non-Teaching 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 in a manner that is efficient and fair. 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 loads, expertise, and based on current need. 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.

## Department/Division Meeting Schedule

The Chair will hold Department meetings to include Residential Faculty, Adjunct Faculty, and staff, at various times during the year, depending on the volume of business to be conducted, but at minimum at least two times a semester. It is the responsibility of each OPD to disseminate relevant information to adjunct faculty members. 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 for Department Residential and Adjunct Faculty and staff members to request that items be included on the meeting agenda.

## Expectations of Department/Division Faculty

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 should be active participants as committee members, student advocates, or in whatever other capacity they can render the best service in the affairs of the Department, the College, and the District. 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. Faculty are required to use Canvas to report student grades for all assignments throughout the semester, to perform assessments, and to facilitate communication with students including student course evaluations.

Full-Time Faculty members consistently meet the accountability standard of a minimum of thirty (30) clock hours of professional responsibilities per week in their Core Functional Area, including but not limited to the following representative ways:
- meeting all classes as scheduled, including comprehensive course preparation and assessment and/or providing academic services and support to students
- holding at least one (1) scheduled student support hour for every three (3) Load hours taught (up to five (5) support hours each week), reflective of the Full-Time

Faculty member's teaching schedule and course modalities. The time and location of support hours will be posted so that they are easily accessible;

- Inherent in the role of Full-Time Faculty are the following: engagement with students; service on College and District committees; participation in Shared Governance; support and engagement of faculty colleagues; awareness and understanding of the College culture; and availability to respond to and participate in essential College issues. In order to meet the professional obligations and expectations of Full-Time Faculty, a consistent, equitable, and reasonable availability of time spent at the College each week is necessary. Therefore, Full-Time Faculty must be physically present at their assigned locations, outside of the work and responsibilities in their Core Functional Area, two or more days per week. While all Full-Time Faculty must meet the In-Residence requirement, some faculty may perform duties that require them to be present more often at specific locations each week to meet student and College needs.
- Course modality should be based upon best practices of teaching and learning and the needs of students. The In-Residence requirement applies to all Full-Time Faculty regardless of the modality of the courses that constitute their Load. Full-Time Faculty schedules must reflect their Core Functional Area responsibilities per Articles 5.3 and 5.4 (Maricopa County Community College District, 2024, p. 25). Exceptions to the In-Residence requirement for Full-Time Faculty are limited and can be addressed locally by the VPAA or designee in consultation with the Faculty Chair and Human Resources.
- Participating in Department/Division, College, and/or District activities, including conducting course assessment and/or program development and review and other assignments made pursuant to this section; and participating in a combination of the areas that meet the requirements of the Faculty Evaluation Plan (FEP) or the Individual Development Plan (IDP).

## Department/Division Committees

It will be necessary at times to develop committees to perform relatively short-term tasks. The Department Chair will ask for volunteers who are interested in participating. Committees normally should not be in existence for more than one year. These committees may consist of residential faculty, adjunct faculty and staff members, depending on the purposes of the committee.

## Adjunct Rights and Support

Fluctuations in enrollment can create unanticipated staffing needs. In cases such as this, the Department Chair will work with the Program Director to notify Adjunct Faculty of reappointment or non-reappointment, so that Adjunct Faculty are able to anticipate how many sections of a given course will need to be staffed. It is understood by all Department faculty that

enrollment and College budgetary needs may impact the timeliness of reappointment notification. Adjunct 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. Adjunct Faculty are required to use Canvas to report student grades for all assignments throughout the semester, to perform assessments, and to facilitate communication with students including student course evaluations.

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

*Charter requirements per the RFA*

How often and by what process will the department/division review, update, and approve the charter?

How will department/division supervisory roles be identified and selected?

What is the division of labor between faculty chair and other faculty supervisors (including summer supervision)?

What is the dispensation of supervisory compensation among the supervisory duties (included summer supervision)?

How will the department/division identify other leadership roles (e.g., IC membership)?

What criteria will be used to determine if a course will employ shared academic freedom?

If utilized, what is the meaningful and inclusive process for making shared academic freedom decisions (e.g., textbooks, syllabus statements, assessments, and learning management system modules) that invites involvement from all interested faculty members (full-time and adjunct) teaching the course at the time the decision is made?

How often will shared academic freedom decisions be revisited?

Can exceptions be granted for common course elements? If so, what is the process?

How will teaching and non-teaching assignments be determined?

What is the process for the assignment of adjunct faculty teaching and non-teaching assignments?

What is the department/division meeting schedule?

How will the department/division coordinate its committees and committee service?

How will the department/division support its adjunct faculty?