Approved 10/16/2026

Charter for the Fitness & Wellness Department at

Glendale Community College

Department Philosophy:
As the faculty in the Fitness and Wellness Department, we are committed to thinking innovatively to accomplish our goals as individuals and as the Department, understanding that the optimal results occur when both individual and group goals are attained. We seek to establish and maintain a positive working environment of mutual respect for all department faculty. While we cannot succeed without each other's support, we remain responsible for our individual success. As faculty, we have the right to be heard, respected, and valued by one another, and we share responsibility for making our department successful.

We establish this charter to specify the guidelines and principles we will use to facilitate the creation of the culture we seek. The charter outlines the process and principles for the development of policies and procedures to govern the operation of the Department. This Charter was created and approved by the faculty of the Fitness and Wellness Department.

Our Mission:

The Fitness and Wellness Department's mission is to enhance student, employee, and community well-being through high-quality, innovative programming in Exercise Science, Fitness, Wellness, Physical Education, Health, and Recreation, leading to educational, career, and personal advancement for a diverse community.
Definitions:
Chair- The Faculty Chair of the Fitness and Wellness Department
Department Faculty, or Faculty- Residential Faculty of the Fitness and Wellness Department RFA- Residential Faculty Agreement

GCC FW Department Objectives are:

- To provide an educational environment where teaching and learning are top priorities. ● To develop positive attitudes in 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 health & fitness 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.

1. Guidelines for Approving and Amending the Charter:

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Department Charters will be reviewed each fall semester, with revisions approved, 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 3 days for all faculty who teach within a department to suggest Charter revisions and no less than 3 days 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 call for a vote on the revisions, with a ⅔ majority of those voting required for approval. Voting members include Residential and Adjunct Faculty members holding 51% or more of their designation within the department. The Chair votes as a regular voting member of the department. Voting members who are unable to attend in person due to travel, sickness, or other leave will have the opportunity to vote virtually.

2. Process of Identifying, Selecting, Delegating, and Compensating Department/Division Supervisor Roles: *Required (RFA 10.4)*

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 members' 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 Faculty Chair every academic year or as necessary to support the department's needs. Individuals serving in a compensated role will be offered feedback.

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.

Supervisory Roles within the Department (The following may be performed by a designated Residential faculty member.) [**Bold/bracketed]** items will be primarily supervised by the Faculty Chair.

- [**Plan, manage, and oversee the Department/Division budget]**
- **[Facilitate Department/Division meetings]**
- **[Represent the Department/Division on College leadership councils]** ●

[Ensure all other Department/Division Supervisory Duties are performed] ●

[Review and provide final approval for the selection of Adjunct Faculty in accordance with current Human Resources procedures]
● [Review and provide Department/Division level approval for

Department/Division reports (e.g., annual reports, staffing requests, program reviews, assessment reports)]
● 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]
● [Communicate and ensure adherence to College and District objectives, policies and procedures applicable to Department/Division faculty and staff]
● [Engage in progressive interventions for faculty and progressive discipline for staff, as appropriate]
● [Address, manage, and work to resolve conflicts]
● [Manage and work to resolve formally registered student concerns]
● [Manage program-specific budgets]
● Plan, manage, and oversee the Department/Division class schedule
● [Recruit, review, and recommend approval for the selection of Adjunct Faculty, in accordance with current Human Resources procedures]
● Supervise and support All Faculty
● Chair Residential Faculty position search committees
● [**Evaluate Probationary Faculty in accordance with the Residential Faculty Agreement]**
● Evaluate Adjunct, OYO, and OSO Faculty
● [**Supervise, support, and evaluate staff and temporary employees, according to the Staff Policy Manual]**
● Perform supervisory duties, including evening and summer supervision ● Oversee occupational programs (e.g., supervise faculty and staff, administer Advisory Council meetings)
● Coordinate completion of required program reports (e.g., program reviews)

The Chair may revoke or reassign delegated duties each semester. The Chair must provide written (in print ~~or~~ electronic) notice of the revocation to the faculty in the leadership role at least 2 weeks prior to the duties being revoked. The timeline for the revocation will be decided in consultation with the department's Dean of Instruction and/or Human Resources.

2.1 Compensation for Department Leadership Roles
Leadership roles within the Department may be compensated based on Department needs and availability of department supervisory funds or other college funding. Compensation will be determined based on the time commitment needed to maintain duties associated with the leadership role or based on department funding or faculty load. Compensation for leadership roles, including Faculty Chair load (beyond mandated by the RFA), will be determined by the

Faculty Chair in consultation with the Department's Academic Dean. Compensated roles may include but are not limited to: Assistant Faculty Chair, Occupational Program Director, Department Assessment Coordinator, eCourse Coordinator, Dual Enrollment Supervisor, Scheduling Coordinator, and Adjunct Supervisor. Other roles may include site supervision,

scheduling, or faculty advisement. Department Faculty can at any time request to provide support to the department in a leadership role. Requests should be made to the Chair. All department compensated positions will be evaluated by the Chair each academic year. The method of evaluation will be written and may differ depending on the role.

The list below outlines common roles that may be assigned to Faculty. These roles are subject to change, addition, or deletion to meet the vision and mission of GCC and the Department. Among the Department's supporting leadership roles staffed on an ongoing basis are:

Adjunct Faculty Supervisor (AFS)

Each adjunct faculty member teaching within the Department will be assigned an Adjunct Faculty Supervisor (AFS). Adjunct faculty members teaching multiple unique courses within the Department may be assigned more than one AFS, depending on course assignments and departmental needs.

The AFS serves as a departmental resource and professional mentor to adjunct faculty, supporting instructional effectiveness, course consistency, compliance with college policies and procedures, and ongoing professional development. These responsibilities should be carried out in a manner that respects the academic freedom and instructional judgment of individual faculty members.

The AFS responsibilities include:

- **Faculty evaluation:** Conducting adjunct faculty evaluations as required by college policy and established procedures.
- **Policy and procedural communication:** Communicating relevant college and departmental policies, procedures, deadlines, and compliance requirements, including SIS assignment accuracy, 45th-day roster certification, acknowledgments and disclosures, class cancellations, CPR certification, student evaluations, and Canvas training and compliance.
- **Syllabus review and approval:** Reviewing and approving syllabi for each course taught by assigned adjunct faculty, in accordance with departmental expectations. ● **Student concerns and referrals:** Serving as a point of contact for adjunct faculty regarding student complaints and assisting in determining whether concerns should be addressed by the instructor or referred to the Department Chair.
- **Assessment support:** Collaborating with the Department Assessment Coordinator to support the completion of departmental assessment reports and related assessment activities.
- **Professional mentoring:** Providing guidance and support to adjunct faculty to promote

effective teaching, professional growth, and instructional success. The nature and frequency of mentoring may vary according to the adjunct faculty member's experience, needs, and course assignments.

Compensation: Compensation for AFS responsibilities may be considered by the Department Chair in accordance with departmental funding, workload needs, and applicable college policies. Compensation may take into account the number of adjunct faculty supervised, the number and variety of courses supported, and the complexity of supervisory responsibilities, including specialized assignments such as online or honors courses.

Department Assessment Coordinator (DAC)

The Department Assessment Coordinator (DAC) is responsible for coordinating the Department's course assessment efforts to support consistent assessment practices, timely reporting, and continuous improvement in student learning outcomes. The DAC serves as the liaison between the Department and the college's DAC Committee and facilitates communication, planning, and reporting among Course Leads to support the completion of course assessment activities and reports.

Responsibilities include coordinating departmental assessment processes, communicating college assessment expectations and deadlines, supporting Course Leads in developing and implementing assessment plans, and facilitating the submission of required assessment reports.

Compensation: The college currently provides reassigned time for faculty serving in the DAC role.

Instructional Council (IC) Representative(s)

The Instructional Council (IC) Representative represents the Department on the District-wide Instructional Council, participating in discussions and reviewing proposed curriculum changes, course updates, and other instructional matters relevant to the Department's academic offerings.

The IC Representative is responsible for communicating relevant council discussions, proposed changes, and updates to Department faculty; soliciting and gathering faculty feedback; and incorporating that feedback into the Department's representation and contributions to council discussions. The representative also communicates relevant outcomes and decisions from the council to Department faculty to support awareness, collaboration, and informed departmental input.

Compensation: This is an unpaid service role and does not receive reassigned time or other compensation from the Department or the college.

eCourse Coordinator

The eCourse Coordinator serves as either the Department's representative on the college's

eCourses Committee or liaison from that committee each academic year. The coordinator communicates relevant information, updates, policies, and initiatives from the committee to Department faculty regarding online, hybrid, and live online instructional modalities.

The eCourse Coordinator also supports the Department in maintaining alignment with the college's Strategic Plan and facilitates communication regarding instructional practices, course expectations, and initiatives related to online learning. Additional duties and responsibilities are established by the eCourses Committee and may evolve based on college priorities and departmental needs.

Compensation: This position is typically not funded by the Department or the college. Any compensation or reassigned time, if available, is subject to departmental needs, funding availability, and applicable college policies.

Assistant Faculty Chair

An Assistant Faculty Chair(s) may be designated by the Faculty Chair to provide leadership and support for departmental operations. The Assistant Faculty Chair's responsibilities will be determined in consultation with the Faculty Chair and may include any delegable duties outlined in this Charter, including program scheduling, supervision, and support of faculty, staff, or departmental programs.

The Assistant Faculty Chair may independently carry out assigned responsibilities within the scope of authority delegated by the Faculty Chair and is accountable to the Faculty Chair for the completion of those responsibilities. The Assistant Faculty Chair does not assume the authority of the Faculty Chair unless explicitly authorized to act as the Chair's proxy. When acting as a proxy, the Assistant Faculty Chair's authority is limited to the scope of that designation.

Compensation: Compensation for the Assistant Faculty Chair will be determined by the Faculty Chair based on departmental needs, the scope and complexity of assigned duties, and available departmental funding. This is a Department-funded supervisory position.

Occupational Program Director (OPD)

An Occupational Program Director (OPD) will be assigned to each occupational program within the Department. The OPD is responsible for fulfilling the duties and responsibilities outlined in the GCC College Plan and supporting the effective operation, coordination, and continued development of the assigned program.

Additional responsibilities may be assigned based on program needs, departmental priorities, and college requirements. The OPD may collaborate with the Faculty Chair and other Department faculty to support program operations, address program-specific needs, and advance departmental and college goals.

Compensation: Compensation for Department OPDs will be determined by the Faculty Chair

based on departmental needs, the size and complexity of the occupational program, the scope of assigned responsibilities, and available departmental funding. Factors may include program development, such as the establishment of a new program, as well as other program-specific demands. OPD positions are Department-funded supervisory positions.

Academic Program Director (APD)

An Academic Program Director (APD) may be assigned to each academic program within the Department. The APD is responsible for coordinating and supporting the effective operation, assessment, and continued development of the assigned academic program in accordance with applicable college policies, plans, and requirements. Additional duties may be assigned based on program needs, departmental priorities, and college requirements. The APD may collaborate with the Faculty Chair and other Department faculty to support curriculum development, program assessment, scheduling, student success initiatives, and ongoing program improvement. APDs will be responsible for all applicable duties and responsibilities as outlined for OPDs in the College Plan.

Compensation: Compensation for Department APDs will be determined by the Faculty Chair based on departmental needs, the size and complexity of the academic program, the scope of assigned responsibilities, and available departmental funding. Factors may include program development, curriculum changes, assessment requirements, and other program-specific demands. APD positions are Department-funded supervisory positions.

Dual Enrollment Supervisor (DE Supervisor)

The Dual Enrollment Supervisor is responsible for coordinating and supporting the Department's Dual Enrollment instructional activities in collaboration with the college's Dual Enrollment program. This position will be assigned based on faculty subject expertise and departmental needs and availability.

Responsibilities include:

- **Communication and policy coordination:** Communicating relevant college and departmental policies, procedures, expectations, and updates to Dual Enrollment faculty as needed or requested by the college's Dual Enrollment program.
- **Syllabus review and approval:** Reviewing and approving syllabi for each course taught through the Department's Dual Enrollment program, in accordance with departmental and college requirements.
- **Assessment support:** Assisting the Department Assessment Coordinator in coordinating and completing required course assessment reports related to Dual Enrollment instruction.
- **Additional responsibilities:** Completing other duties related to Dual Enrollment instruction as assigned by the Faculty Chair or the college's Dual Enrollment program.

Compensation: Compensation for the Dual Enrollment Supervisor position is outlined in the applicable RFA.

Dual Enrollment Evaluator (DE Evaluator)

The Dual Enrollment Evaluator is responsible for conducting academic evaluations of Dual Enrollment faculty as required by college policies and procedures. This position will be assigned based on faculty expertise and the requirements of the evaluation process.

The Dual Enrollment Evaluator will conduct evaluations in accordance with applicable college standards, procedures, and timelines and will complete the required documentation associated with those evaluations.

Compensation: Compensation for the Dual Enrollment Evaluator position is outlined in the applicable RFA.

Summer Faculty Chair(s)

The Summer Faculty Chair(s) are responsible for carrying out the duties and responsibilities of the Faculty Chair during the summer term, as outlined in the applicable RFA. The Summer Faculty Chair role may be delegated to Department faculty in accordance with the RFA.

The Faculty Chair retains responsibility for approving summer Time and Labor unless that responsibility is specifically delegated. Other summer leadership duties may be assigned to the Summer Faculty Chair(s), as determined by the Faculty Chair. When multiple Summer Faculty Chairs are appointed, their respective duties and responsibilities will be established by the Faculty Chair in consultation with the Summer Faculty Chair(s) to ensure appropriate coverage and coordination of summer departmental operations.

Compensation: Compensation for the Summer Faculty Chair position is outlined in the applicable RFA and will be allocated based on the duties and responsibilities assigned to each Summer Faculty Chair.

Exercise Science and Nutrition Club Advisor

The Department, in collaboration with the Nutrition program, supports the continued development and operation of a student-led Exercise Science and Nutrition Club with faculty advisement. Club activities, priorities, and responsibilities will be determined by the student members, with guidance and support from the faculty advisor.

A Department faculty member will be assigned to serve as the club advisor each academic year. The faculty advisor will provide guidance and support to club members, facilitate communication with the Department and Nutrition program as appropriate, and assist students in carrying out club activities in accordance with applicable college policies and procedures.

Service in this role will count toward the college’s required faculty club or committee assignment.

Compensation: This position does not receive compensation or reassigned time from the Department or the college.

Course Lead

A Course Lead will be designated for specific courses within the Department to support course coordination, instructional consistency, and ongoing course improvement. The Course Lead is responsible for coordinating course-related activities and collaborating with faculty teaching the

assigned course to support alignment with approved course objectives, curriculum, assessment practices, and departmental expectations.

Responsibilities may include:

- **Course coordination:** Communicating relevant course information, updates, and expectations to faculty teaching the assigned course.
- **Curriculum and instructional resources:** Coordinating the review and maintenance of course materials, learning resources, and instructional expectations in collaboration with faculty teaching the course.
- **Assessment coordination:** Collaborating with the Department Assessment Coordinator and faculty teaching the course to support the implementation of assessment activities and completion of required assessment reports.
- **Instructional consistency:** Facilitating communication and collaboration among instructors to promote consistency in course content, learning outcomes, and student expectations while respecting individual faculty members' academic freedom.
- **Course improvement:** Identifying opportunities for course improvement and communicating recommendations to the Faculty Chair and relevant Department faculty. ● **Additional responsibilities:** Completing other course-related duties as assigned by the Faculty Chair.

Compensation: Compensation for Course Lead responsibilities will be determined by the Faculty Chair based on departmental needs, the scope and complexity of the course, the number of faculty teaching the course, and available departmental funding. Compensation, if provided, will be consistent with applicable college policies and the Department's leadership compensation guidelines. **This position is currently not specifically funded by the department but instead is part of the AFS duties.**

Department Support and Specialized Assignment Roles

Department Support and Specialized Assignment Roles may be assigned to Department faculty to support departmental operations, instructional resources, community outreach, student engagement, and the oversight of departmental facilities and specialized learning environments. Assignments will be determined by the Faculty Chair based on departmental needs, faculty expertise, available resources, and the scope of responsibilities involved.

Responsibilities may include, but are not limited to, the following:

- **Department Canvas Blueprint Coordinator:** Maintaining and updating the Department's Canvas course blueprint to support consistent course organization, instructional resources, and alignment with departmental expectations. Responsibilities may include coordinating updates, communicating changes to faculty, and supporting the implementation of approved course design standards.
- **Faculty Advisor:** A Faculty Advisor provides students with discipline-specific academic guidance, helping them understand degree and certificate requirements, course sequencing, transfer pathways, and career opportunities. Faculty advisors use their

subject-matter expertise to support informed educational decisions and connect students with appropriate college resources to promote student success.

- **High School Outreach and Field Trip Coordinator:** Coordinating departmental outreach activities with local high schools and other educational partners to promote Department programs and provide opportunities for prospective students to explore related academic and career pathways. Responsibilities may include planning and coordinating field trips, arranging educational activities, communicating with school personnel, and collaborating with Department faculty to support outreach initiatives.
- **Sports Performance Lab Supervisor:** Overseeing the operation and coordination of the Sports Performance Lab to support instructional activities, student learning, equipment management, facility safety, and compliance with applicable college policies and procedures.
- **Fitness Center Supervisor:** Coordinating the operation and maintenance of the Department's Fitness Center, including equipment oversight, facility readiness, safety practices, and support for instructional and student activities.
- **Pool Supervisor:** Coordinating pool operations related to Department instructional and program activities, including facility readiness, equipment oversight, safety procedures, and compliance with applicable college and facility requirements.
- **Class Scheduling Coordinator:** The Class Scheduling Coordinator is responsible for coordinating the Department's class schedule in collaboration with the Faculty Chair and Department faculty. Responsibilities may include gathering faculty scheduling requests, coordinating course offerings and instructional assignments, identifying scheduling needs, and communicating proposed schedules and updates.

Additional assignments may be established as needed to support departmental priorities and operational requirements. Responsibilities, expectations, and reporting relationships for each assignment will be determined by the Faculty Chair and communicated to the assigned faculty member.

Compensation: Compensation for Department Support and Specialized Assignment Roles will be determined by the Faculty Chair based on departmental needs, the time commitment and complexity of assigned duties, supervisory or operational responsibilities, and available departmental funding. Compensation, if provided, will be consistent with applicable college policies and departmental compensation guidelines.

3. Process for Shared Academic Freedom Decision-Making: *Required (RFA 3.1)* 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.

RFA 3.1: "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 the 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."

3.1 Textbook Selection:
Textbooks and course materials are selected for use in instruction on the basis of quality, cost-effectiveness, and consistency of curriculum across all courses taught in the department, where practical. The Department commits to being as consistent as possible when providing materials to students in courses with multiple sections. This ensures a similar student learning experience and limits disruption to students when instructor changes occur.

Each year (or more often, as needed), the Course Lead Residential Faculty member, along with other Residential Faculty and Adjunct Faculty working with the Faculty Chair, OPD, or Designee, will develop a consensus on which texts and other instructional materials to adopt and/or retain. A Course Lead will be assigned by the Faculty Chair for each course where there are multiple instructors. Residential Faculty have the autonomy to select their own course materials, as do

Adjunct Faculty when they are the sole instructor for a course. In courses taught by both Residential and Adjunct Faculty, the Course Lead selects the textbook after consultation with the Residential and Adjunct Faculty teaching the course. A committee of Residential and Adjunct Faculty may be convened when selecting a textbook for courses with many sections. The selected text will be used by all Faculty after a consensus is reached. Due to accreditation responsibilities, textbooks that are part of accredited programs may be denied by the program OPD. This unilateral denial will only be made if the textbook jeopardizes the accreditation of a program.

Where Low-cost / No-cost texts and instructional materials are available, of good quality, and are considered by teaching faculty to be suitable for their respective courses, the department

generally will give preference to adopting and retaining those materials for the economic benefit of students.

3.2 Common Assignments or Assessments:
The principles of shared academic freedom allow for but do not require the development of common assignments, assessments, or other instructional elements across sections, courses, or prefixes when such common elements are deemed appropriate by those subject matter experts within a particular field of study. Whenever faculty members decide to engage in the development of shared common instructional elements, the process should be conducted using a meaningful and inclusive process that invites involvement from all faculty members affected by the development of such materials. Examples of potential shared instructional elements include, but are not limited to: common Canvas elements, common assignments, assessments, and the use of common course materials. Decisions regarding common instructional elements should be reevaluated regularly by appropriate faculty. At a minimum, this should be done at least once every three years.

4. Teaching and Non-Teaching Assignments: *Required (RFA 5.5)*
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 needs. 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.

- Each semester’s class schedule will roll over the previous (ex., fall to fall, etc.) semester's class schedule as designed by the college.
- Core load classes will be determined prior to the first day of class by the Office of Curriculum and Academic Scheduling. Core load will be confirmed by each Residential faculty member prior to the first day of classes in the fall and spring semesters. Highly enrolled classes with the earliest start dates should be used for Core load after applicable Reassigned Time. Late start classes will typically be used as Overload unless

Core needs are not met.

- Residential Faculty will be assigned full core course load schedules first, based on the scheduling needs of the department and instructor availability. Before course assignments for Adjunct Faculty, Residential Faculty will choose whether they want to be considered for overload courses. The remaining courses will be assigned to the Adjunct Faculty based on availability and need.
- The Course Lead will consult with the Chair and the Department's Residential Faculty to determine Adjunct Faculty course assignments each semester.
    - Adjunct Faculty course assignments can be determined using multiple subjective and objective metrics, including but not limited to seniority (based on hire date or based on a specific class), expertise, faculty availability, student evaluations, supervisor evaluations, student complaints, or maintenance of standards of

professional responsibility (acknowledgements and disclosures, 45th day roster approval, etc.).

- Adjunct Faculty assignments may be adjusted or canceled based on class cancellations or Residential Faculty load requirements (Adjunct Handbook Art. 4.B)
    - Notification will be given to the Adjunct Faculty if a course is adjusted or revoked as soon as possible.
    - All efforts will be made to avoid changes in residential and adjunct faculty classes after they are assigned.
- Course assignments may be adjusted at any time before the start of a semester based on class fill rates and faculty load.
- Courses that do meet enrollment minimums for multiple semesters may be cancelled and not added to the schedule. The Chair or designee will determine if classes continue to be placed on the schedule.
- Summer courses will be offered first to Residential Faculty. Remaining sections based on need and availability will then be offered to Adjunct Faculty in the same manner as during the academic year.
- Adjunct Faculty can request specific courses or specific course dates/times. This request should be made to their AFS. Requests will be carefully considered, but the final determination of courses and course dates/times will be made by the Chair, Program Director, or Designee.

5. Department Meeting Schedule:

The Chair will schedule Department meetings to include all Residential Faculty and certain invited staff at various times during the year, depending on the volume of business to be conducted, but a minimum of at least two times a semester. Adjunct Faculty will be invited to no less than one meeting during the semester. The schedule for regular meetings will be announced (added to Google Calendars) at the beginning of each fall and spring semester. Meetings may include gatherings of all faculty or small groups (ex. 1 on 1) meetings with the Chair or AFS. The Chair shall accept requests at any time from Residential Faculty, Adjunct Faculty, and staff members for items to be included on a meeting agenda. There is a standing and not announced call for agenda items. Residential Faculty will hold in-person biweekly meetings unless additional meetings are needed or circumstances dictate cancellation of a

meeting. It is expected that the Residential Faculty be present for every meeting. Adjunct Faculty will be invited to specific meetings. It is not mandatory for Adjunct Faculty to attend any meetings, and compensation for attendance will not be arranged. In addition to the two residential faculty meetings per month all residential faculty and specific invited staff will attend a full department meeting once per month. The Chair, Assistant Faculty Chair, and the Fitness Center Manager will meet once per month. The cadence of these meetings will be (barring extenuating circumstances):
Week of Accountability: Full Department Meeting
First week of classes: Residential Faculty Meeting
Second week of classes: Chair, Assistant Faculty Chair, Fitness Center Manager meeting
Third week of classes: Residential Faculty Meeting
Repeat sequence

6. Expectations of Department/Division Faculty: *Required (RFA 5.3)* - Department Faculty are expected to meet their professional and institutional commitments at the College and within the Department. Faculty should familiarize themselves with the Residential 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 continuous improvement.

7. Adjunct Rights and Support

7.1 Process for Assignment of Department/Division Adjunct Faculty Members: *Required (RFA 5.5)*
Fluctuations in enrollment can create unanticipated staffing needs. In as much as possible, the Chair will notify Adjunct Faculty of reappointment or non-reappointment, with as much advance notice as possible, 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.

- The Chair, Program Director, or Designee will communicate reappointment or non-reappointment as soon as possible based on Department and College impacts. ○ Reappointment may be affected by factors other than enrollment. Adjunct Faculty who receive poor student evaluations, poor Chair/AFS evaluations, student complaints, and/or fail to meet standards of professional responsibility may not be reappointed.

7.2 Adjunct Support: *Required (RFA 6.4)*
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.

- Adjunct Faculty will be provided with an AFS. The AFS will be a primary contact and support the Adjunct Faculty as needed.

8. Course Assessments:

Guided by the Department Assessment Coordinator (DAC), all Faculty and Adjunct Faculty are expected to support the educational mission of the College by engaging in student learning assessment activities. These activities include, but are not limited to, data collection for course

assessment and implementation of identified interventions to improve student outcomes. Department Faculty and Adjunct Faculty who are sole instructors for their courses may 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. Assessment needs will be dictated by the college and adhered to by all faculty.

9. Department Committees:

It will be necessary at times to develop unofficial committees to perform short-term or long-term tasks. These committees may consist of Department Faculty, Adjunct Faculty, and staff members, depending on the purposes of the committee. Committee involvement will be considered part of normal job requirements for Department Faculty, and Adjunct Faculty and staff may participate on a volunteer basis with no expectation of additional compensation. Compensation (if any) for committee participation will be conveyed to the participants by the Chair or designee.

Constructed committees will be led by a committee chair assigned by the Chair or designees. The confirmed committee chair will convene committee meetings, will see that the committee attends to its charge and does so promptly, and will interact in an official capacity with the Department, College, and District on behalf of the committee as needed.

10. Regular and Substantive Interaction (RSI):

It is important that students enrolled in online courses have a similar educational experience compared with residential students. Students should know they can expect to engage with their instructor, and opportunities for engagement should happen throughout the entire academic term. The U.S. Department of Education requires that all online courses for which students receive federal financial aid involve “regular and substantive interaction between students and instructors”. The eCourse Strategic Plan includes information on RSI.

Substantive interaction refers to engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following instructor activities:

- Providing direct instruction
- Assessing or providing feedback on a student's coursework
- Providing information or responding to questions about the content of a course or competency
- Facilitating a group discussion regarding the content of a course or competency ● Other instructional activities approved by the institution's or program's accrediting agency

Regular interaction requires the opportunity for substantive interactions with the student on a predictable and regular basis. To qualify as regular, instructor/student interactions should be:

- conducted throughout the course on a predictable, scheduled basis

- proportionate to the course length and amount of content/competency involved ● initiated by a qualified instructor (i.e., accredited), who monitors student academic engagement and success; and
- initiated by the instructor who monitors students' engagement and/or at the request of a student, promptly and proactively engages with the student to provide the needed support

The following course activities, while standard and essential, would NOT count as regular & substantive interaction.

1. Assigning recorded webinars, podcasts, videos, and reading materials without instructor-initiated interaction
2. Assigning course readings only, without any commentary
3. Contact with instructors not related to the course subject matter
4. Adding numeric grades to the course gradebook
5. A student submits a quiz that is automatically graded or you post grades
6. Sending a welcome message during the first week of class
7. Encouraging students to participate in an optional, one-time online review session before the final exam
8. Reminding students of the course attendance policy
9. Posting an announcement about an upcoming assignment deadline
10. Providing an open-ended online forum that is not moderated by the instructor
11. Sharing personal anecdotes unrelated to the academic/course concept

All instructors, regardless of modality, will demonstrate regular and substantive interaction throughout their course(s). **Instructors must engage in at least two forms of substantive interaction during each course. That interaction should be regular, scheduled, predictable, and focused on the course subject.** In online courses, RSI will be evaluated as part of the classroom evaluation from the AFS. If a course lacks RSI, follow-up will be made by the Chair, AFS, or designee. Repeated cases of lacking RSI may warrant removal of the instructor from a class or reduced access to future courses. Training on RSI may be available through the GCC CTLE. Completion of this training may be used for preferential

course assignments.

11. Course Accessibility

Instructional materials, including those within Learning Management Systems (e.g. Canvas), need to meet Web Content Accessibility Guidelines (WCAG) 2.1, Level AA. This includes materials provided by third-party vendors. In April 2024, the U.S. Department of Justice (DOJ) finalized the new rule clarifying that all public colleges must make websites and digital content accessible under Title II of the Americans with Disabilities Act (ADA). This rule legally requires us to remove digital barriers for students with disabilities. Proactive compliance helps ensure equal access and protects the college from legal risk.

All Faculty (adjunct and residential) are required to ensure that their own classes are compliant to accessibility standards. Course Leads can work with adjuncts as needed; however, ultimately,

the responsibility for preparation and maintenance of accessible content is the responsibility of the instructor. All course content must be accessible by the first day of class for the Spring 2027 semester. Accessible content may be used for preferential course assignments.