Psychology Department Charter

Glendale Community College | Approved October 2, 2026

Department Philosophy and Mission

Philosophy

As members of the Department, we are committed to thinking innovatively to accomplish our goals as individuals and as a 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 one another without regard to the roles we play. While we cannot succeed without each other's support, we remain responsible for our individual success. As department members, we have the right to be heard, respected, and valued by one another, and we share responsibility for making our Department successful.

Mission

Utilizing a scientific and ethical approach to teaching and learning, the mission of the Psychology Department is to provide a dynamic, supportive environment that promotes high academic standards and a commitment to our students and our community.

Objectives

- To provide an educational environment where teaching and learning flourish as top priorities. ● To model positive attitudes and behaviors for our students that promote quality work, self-discipline, personal motivation, ethical behavior, effective leadership, and teamwork. ● To prepare students for lifelong learning and future academic or professional success. ● To maintain a Faculty[1] and Staff actively engaged in their respective professions. ● To model effective organizational performance based on commitment, individual competence, integrity, self-management, and pride in quality of work.
- To provide a Learning Environment that actualizes the GCC Values: Integrity, Community, Student-Centric, Innovation, Respect, Collaboration, and Quality.

We establish this charter to specify the guidelines and principles we will use to facilitate the creation of the Department culture we seek. The charter outlines the process and principles for the development of policies and procedures to govern the operation of the Department.

[1] *For the purposes of this document, Residential Faculty whose primary appointment is in another department at GCC and who are teaching overload for Psychology will receive the same teaching and learning support and be subject to the same assignment and reappointment processes as Adjunct Faculty unless superseded by the Residential Faculty Agreement.*

1. Guidelines for Approving and Amending the Charter

Department Charters will be reviewed annually, with revisions approved by September 30th. Once approved, the Charter will be submitted to the Faculty Senate President by October 15, as required by the College Plan. The Faculty Senate will then post the Charter publicly and include it as an Appendix to 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 in September of no less than two weeks for all Residential, One-Year-Only (OYO), One-Semester-Only (OSO), and Adjunct Faculty who teach within the department, and Department Staff to suggest Charter revisions and will also allow 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 a ⅔ majority required for approval. Voting members include Residential Faculty members who have their primary assignment in the Psychology Department. OYO, OSO, Adjunct Faculty, and Department Staff should inform the vote by sharing their feedback by adding comments to the Charter draft, talking with the Adjunct Representative or a trusted Residential Faculty member, and/or attending the department meeting where the Charter is being discussed. 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.

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

Faculty Chair elections will be conducted in accordance with the RFA and GCC College Plan. When more than one eligible candidate is standing for Faculty Chair, the Department will provide a structured opportunity for Department Faculty to learn about and ask questions of the candidates before voting. This may include a candidate forum, written responses to common questions, or another comparable process. All candidates will be provided the same questions, time, and opportunity to respond. A neutral Residential Faculty member who is not a candidate will coordinate or moderate the process. If a live forum is not practicable within the College Plan election timeline, a written question-and-response process will be used. This process is intended to support informed consideration of the candidates and does not alter candidate eligibility, voter eligibility, balloting, vote thresholds, timelines, or other election requirements established by the RFA or College Plan.

Each academic year, the Chair will delegate leadership responsibilities in accordance with the Faculty Agreement, College Plan, and the Department's needs. Assignments are based on individual Faculty members' expertise, interests, and current department priorities. The Chair is responsible for assigning teaching responsibilities, supervisory duties, and summer supervision in consultation with Residential, OYO, OSO, and Adjunct Faculty each semester. Department roles may be reassigned annually or as necessary to meet evolving department needs.

The allocation of additional Department supervisory compensation and reassigned time will be determined after the annual supervisory budget is finalized, in consultation with the Department's Residential Faculty and the VPAA or designee and in accordance with the RFA and College Plan. The Faculty Chair's required academic-year stipend, summer stipend, and reassigned time will be provided in accordance with Article 7.4 of the RFA. Compensation for Assistant Chair responsibilities will be based on the expected amount of work associated with the assigned duties. For workload-planning purposes, the Department generally uses approximately two clock hours of work per week across a standard semester as a benchmark for one load hour of faculty work. Supervisory stipends and reassigned time will be allocated and compensated in accordance with Article 7.4 of the RFA. Compensation for the Occupational Program Director will be provided as specified in the College Plan. In cases where revisions to the pay structure are necessary, and consensus cannot be reached by the leadership team (e.g., Chair and Assistant Chairs), feedback may be solicited from all department Faculty to prioritize compensated duties. Each fall, Residential Faculty will be informed of the responsibilities and compensation for each supervisory role.

The Faculty Chair will be evaluated annually in accordance with the College Plan. Other faculty members performing compensated supervisory duties will also be evaluated annually. By April 15th, Residential, OYO, OSO, and Adjunct Faculty, as well as Staff, will receive an evaluation form to provide feedback on faculty in other supervisory roles. The VPAA or designee will also provide evaluation feedback for faculty members performing compensated supervisory duties. The form will not require names, and department members will be encouraged to write their feedback in a way that does not identify them. Aggregate feedback will be provided to the Faculty supervisor to preserve anonymity. This feedback will support the professional development and continuous improvement of those in supervisory positions. Faculty interested in supervisory roles should express their interest to the Chair by May 1st for consideration for the following academic year.

The RFA Supervisory Duties will be shared by the Faculty Chair and other Supervisory Roles as indicated below. The Psychology Department has the following supervisory roles: Assistant Chair for Scheduling, Assistant Chair for Teaching & Learning, Assistant Chair for Advising Support, and Developmental Disabilities Specialist Certificate Occupational Program Director (DDSC OPD). It is important to note that the items below vary significantly in required time-on-task, and the number of items assigned to the other supervisory roles does not reflect their overall workload or the complexity of their

responsibilities.

The duties identified below constitute the supervisory work performed in exchange for the stipend and/or reassigned time assigned to each supervisory role. Duties identified as [Chair Stipend] are performed in exchange for the Faculty Chair academic-year stipend. Duties identified as [Chair RTA] are performed in exchange for the six annual Load hours of required Faculty Chair reassigned time. Duties identified as [Chair Summer] are performed in exchange for the Faculty Chair summer stipend.

1. Plan, manage, and oversee the Department budget **[Chair Stipend / Summer]**
2. Facilitate Department meetings **[Chair Stipend]**
3. Represent the Department on College leadership councils **[Chair RTA]**
4. Ensure all other Department supervisory duties are performed **[Chair Stipend]** 5. Review and provide final approval for the selection of Adjunct Faculty in accordance with current Human Resources procedures **[Chair Stipend / Summer]**
6. Review and provide Department-level approval for reports (e.g., annual reports, staffing requests, program reviews, assessment reports) **[Chair RTA]**
7. Determine Department class schedules, subject to final approval by the Vice President of Academic Affairs (VPAA) or designee **[Chair Stipend / Summer, Assistant Chair for Scheduling]** 8. Identify, select, and evaluate other supervisory and non-supervisory roles in accordance with the College Plan **[Chair RTA]**
9. Communicate and ensure adherence to College and District objectives, policies, and procedures for Department Faculty and Staff **[Chair Stipend / Summer]**
10. Engage in progressive interventions for faculty and progressive discipline for staff, as appropriate **[Chair RTA]**
11. Address, manage, and work to resolve conflicts **[Chair RTA / Summer]**
12. Manage and resolve formally registered student concerns **[Chair Stipend / Summer]** 13. Manage program-specific budgets **[N/A]**
14. Plan, manage, and oversee the Department class schedule **[Chair Stipend / Summer, Assistant Chair for Scheduling]**
15. Recruit, review, and recommend Adjunct Faculty for approval in accordance with Human Resources procedures **[Chair RTA, Assistant Chair for Teaching & Learning]**
16. Supervise and support all Faculty **[Chair Stipend / Summer, All Assistant Chairs]** 17. Chair Residential Faculty position search committees **[Chair RTA]**
18. Evaluate Probationary Faculty in accordance with the Residential Faculty Agreement **[Chair RTA]** 19. Evaluate Adjunct, OYO, and OSO Faculty **[Assistant Chair for Teaching & Learning]** 20. Supervise, support, and evaluate Staff and temporary employees, according to the Staff Policy Manual **[Chair Stipend / Summer]**
21. Perform supervisory duties, including evening **[Chair Stipend]** and summer **[Summer]** supervision 22. Oversee occupational programs (e.g., supervise Faculty and Staff, administer

Advisory Council meetings) **[DDSC OPD]**

23. Coordinate completion of required program reports (e.g., program reviews) **[DDSC OPD]** rev.

3. Process for Shared Academic Freedom Decision-Making

Academic freedom is a core principle that includes the freedom of instruction, research, publication, extramural speech, and intramural speech. Residential Faculty, in consultation with OYO, OSO, and Adjunct Faculty, will determine curriculum and relevant subject matter for courses and recommend appropriate pedagogy, textbooks, and other materials used in teaching. All Faculty maintain the right and responsibility to determine grades and evaluations of student performance.

Common Course Elements Decision-Making

In courses with multiple sections taught by different Faculty members, shared academic freedom may be used to establish common course elements when doing so is justified by a significant impact on student outcomes. When properly applied through the process described below, shared academic freedom supersedes individual academic freedom with respect to the common course elements adopted. Decisions regarding common course elements, such as textbooks, syllabus statements, assessments, and LMS modules, will follow 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. Each fall, the Course Lead will invite Faculty teaching the course to review any shared academic freedom decisions currently in effect and determine whether they should be continued, revised, or discontinued.

Required Canvas Elements

Currently, the Department does not mandate specific Canvas elements for all courses beyond posting the syllabus, grades, and relevant announcements. However, Faculty are strongly encouraged to utilize tools such as Simple Syllabus to standardize course materials. A consistent approach to Canvas design ensures students experience a more cohesive learning environment and helps meet administrative regulations regarding required syllabus content. The Department will continue to review and recommend best practices for Canvas usage, aiming to support both Faculty success and positive student outcomes.

Course Shells

For courses with established Common Course Shells, such as PSY101 and PSY132, Faculty are encouraged to use the provided materials to maintain consistency in course delivery and student outcomes. Residential Faculty have the autonomy to modify or update assignments and assessments to suit their instructional approaches. Adjunct Faculty also have the flexibility to make modifications, but must do so in consultation with the Course Lead to ensure alignment with course objectives and

department standards.

Assessment

Faculty are expected to support the educational mission of the College by actively engaging in the student learning assessment process at the course, program, and institutional levels. The primary goal of assessment is continuous improvement in teaching and learning, guided by evidence-based practices. All Faculty are expected to participate in assessment activities, which may include, but are not limited to:

- Collecting and analyzing data for course-level assessments,
- Contributing to program-level assessments,
- Supporting institutional assessment initiatives.

Student learning assessment supports learning improvement and is not an evaluation of individual Faculty performance; assessment results will not be used to evaluate individual Faculty members.

The Department Assessment Coordinator (DAC) will guide Faculty through these processes, ensuring alignment with college and department goals. A Program Assessment Lead will be identified to support the assessment of the Associate in Arts, Emphasis in Psychology degree, while the Developmental Disabilities Specialist Certificate (DDSC) Occupational Program Director will oversee program assessment for the DDSC certificate of completion.

Residential, OYO, OSO, and Adjunct Faculty who are sole instructors for their courses will serve as Course Leads. For courses with multiple Faculty members, one Faculty member will be designated as the Course Lead. Course Leads are responsible for developing or selecting assessments in collaboration with other course Faculty (including dual enrollment Faculty), submitting course assessment reports, and coordinating with the Program Assessment Lead to ensure alignment across course, program, and institutional assessment levels.

Course Leads, in collaboration with the Program Assessment Lead and Department Assessment Coordinator, will guide Faculty in implementing identified interventions to improve student outcomes, ensuring that the assessment process is both collaborative and reflective of the department's commitment to continuous improvement. Reassessment will occur following the implementation of these interventions to measure their effectiveness.

Course Materials Selection

The Department is committed to supporting students by selecting high-quality, cost-effective course

materials that enhance their educational experience. Whenever possible, the Department encourages the use of Open Educational Resources (OER) to reduce costs for students. In cases where OER is not available or suitable, low-cost options should be prioritized. The Department recognizes that in certain courses, low- or no-cost options may not always be available, but Faculty should make every effort to consider affordability when selecting materials.

For courses with multiple sections, the Department encourages consistency in course materials to ensure a similar learning experience for students, particularly when they transition between different instructors or sections. Consistency also limits disruptions for students in the event of instructor changes during the semester.

Role of Residential, OYO, OSO, and Adjunct Faculty in Course Material Selection

Faculty who are the sole instructor for a course have the autonomy to select course materials, provided those materials align with the official course competencies and objectives and applicable College and District requirements.

For multi-section courses, the Course Lead will consult with all Faculty teaching the course regarding course materials and may recommend common materials to support student learning, affordability, accessibility, and consistency across sections. A committee of Residential, OYO, OSO, and Adjunct Faculty may also be convened to review and recommend textbooks or other course materials.

When the Department determines that requiring common course materials across sections is justified by a significant impact on student outcomes, the decision will be made through the shared academic freedom process described above. That process will provide a meaningful and inclusive opportunity for interested Faculty teaching the course to participate in the decision. Course materials adopted through that process will apply to all Faculty teaching the course until the decision is revised or discontinued through the shared academic freedom review process.

Each fall, the Course Lead will consult with Faculty teaching multi-section courses to determine whether recommended course materials or shared academic freedom decisions regarding required materials should be reviewed or changed. Any changes to course materials will be implemented no earlier than the following spring semester to allow sufficient time for review and course revisions.

Course Material Availability

In addition to providing materials through Canvas or online platforms, Faculty should place physical copies of any required materials that cannot be digitized on Reserve in the GCC Library to ensure accessibility for all students.

Other Common Course Elements

If additional common course elements are identified, the Department will collaborate to determine their implementation. This process will respect the principles of academic freedom while ensuring that shared elements support a cohesive learning environment and uphold the department's educational standards.

4. Teaching and Non-Teaching Assignments

The Chair or designee is responsible for assigning teaching and non-teaching assignments in a manner that aligns with the mission, priorities, and instructional needs of the Department and College. These assignments will be made with fairness and efficiency, taking into account each Faculty member's expertise, teaching load, and current department needs. The Chair or designee will consult with individual Faculty members to discuss their preferences and areas of specialization to ensure a balanced distribution of responsibilities.

If the assignments are delegated to a designee, the Chair retains the authority to make final adjustments to meet evolving departmental needs. Flexibility will be maintained throughout the semester to accommodate changes, with the understanding that the needs of students and the Department take precedence.

Meeting Student Needs

The Department is committed to meeting the instructional needs of students, particularly by offering in-person courses as part of its long-standing tradition. Residential Faculty are encouraged to be available to teach at least one course per semester in an in-person modality, as this is considered a best practice to engage with students directly.

When determining course schedules, the Chair or designee will work to balance Faculty requests with the instructional needs of students. Faculty preferences, such as course modality or specific teaching times, will be considered, but the final decisions will be guided by student demand and the overarching goals of the Department and College.

In cases where Faculty requests and student needs do not align, the Chair or designee will collaborate with the Faculty member to explore alternative options that satisfy both parties while prioritizing the needs of students.

The Chair or designee will determine teaching and non-teaching assignments for OYO and OSO Faculty based on the terms of their appointment and Department instructional needs; these assignments are not governed by the Residential or Adjunct seniority processes described below.

Seniority Process

Course assignments for Fall and Spring semesters will be made based on seniority, with Residential Faculty receiving their schedules first, followed by Adjunct Faculty. Seniority is determined by the number of years a Faculty member has been serving in their respective role (full-time for Residential and part-time for Adjunct Faculty). For Residential Faculty, years of full-time service to the Department establish seniority, while for Adjunct Faculty, years of part-time service determine seniority.

Adjunct Faculty who submit their schedule preferences by the designated deadline will be assigned courses in an iterative process, with each Faculty member receiving one class per round until all courses are assigned. Those who miss the deadline will be placed at the bottom of the seniority list for that semester.

Residential Faculty who wish to teach part of their required fall or spring load within another department or carry over load from fall to spring must first work with the Chair to ensure that the Psychology Department's needs are met. If approved, the Chair will collaborate with the other department, Human Resources, and Payroll to coordinate the arrangement, ensuring compliance with workload policies and proper compensation for the faculty member.

During the Summer semester, course assignments will occur in a similar iterative process for both Residential and Adjunct Faculty, with each Faculty member assigned one course per round until all desired courses are distributed.

Classroom Assignments

When possible, Faculty teaching consecutive classes will be assigned to the same classroom. If this is not feasible, the Department will attempt to assign Faculty to nearby rooms for consecutive teaching slots to minimize disruption. Classroom assignments will generally follow the seniority process, with senior Faculty given priority for classroom preferences. However, certain facility requirements, such as lab or computer-based courses, may take precedence over seniority to ensure appropriate classroom resources are available.

Special Cases and Exceptions

In cases where two or more Faculty members have identical seniority (e.g., hired in the same year), conflicts will be resolved through a discussion. If necessary, a random method (e.g., a coin flip) will be used to determine course assignments.

Emeritus Residential Faculty will be granted the highest seniority if they choose to teach as Adjunct Faculty.

Residential Faculty who leave the Department but continue as Adjunct Faculty will have their

seniority placed based on years of service.

Exceptions to Seniority

While seniority plays a significant role in course assignments, the Chair or designee may make exceptions based on course importance, program needs, or facility requirements. High-demand courses or those critical for degree completion may take precedence over seniority to ensure student success. Similarly, lab or computer-based courses may require specific facilities that limit flexibility in assignments.

The Department strives to honor Adjunct Faculty schedules and limit last-minute changes to the greatest degree possible. However, during the academic year, Residential Faculty may replace Adjunct Faculty on courses if their assigned courses do not fill in order to meet their scheduled load. In the Summer, Residential Faculty may not replace Adjunct Faculty after assignments have been completed.

Seat Time Compliance

Faculty must meet all seat time and modality requirements required by federal and institutional guidelines. This includes ensuring that students attend classes for the scheduled times in the scheduled modality (in person, online, or hybrid). Faculty should not regularly conclude class early or change teaching modalities without approval of the Chair and Dean, as appropriate.

Any absences must be cleared with the Chair as per the Faculty substitution guidelines in the Residential Faculty Agreement and the Adjunct Faculty Handbook. Extended unavailability (e.g., 3 business days) to online students is considered an absence, and Faculty must work with the Chair to arrange alternative coverage to ensure continuity of instruction.

Substitute Instructor Policy

Students who register for an in-person class expect that their learning experience will take place in the designated modality, and if the instructor is unavailable, efforts should be made to ensure the missed seat time is delivered in the same in-person format rather than shifting to an alternate modality such as online work.

All Faculty are required to promptly notify the Chair and Administrative Assistant of any absences so the required class cancellation signs can be posted. If the Chair or Administrative Assistant cannot be reached and the cancellation is time-sensitive, contact College Police. All faculty must log their absence time in the Human Capital Management system.

Full-Time Faculty (Residential, OYO, and OSO)

Full-Time Faculty will consult with the Chair to determine if a substitute is necessary for any missed classes. Faculty will do their best to meet federal seat time requirements by limiting the number of

class absences not covered by a substitute. When no substitute is available, and absences are not excessive, alternative work may be offered to students to make up for missed seat time.

Adjunct Faculty

Adjunct Faculty are required to seek substitutes for missed classes. In case a substitute is not available, they must provide alternative work or assignments to meet seat time requirements. Adjunct Faculty are expected to notify the Chair and Administrative Assistant as far in advance as possible to arrange a substitute and ensure students are informed of class changes.

5. Department Meeting Schedule

The Chair will call formal department meetings that include Residential Faculty, Adjunct Faculty, and Staff at various times throughout the year, depending on the volume of business to be addressed. The schedule for these meetings will be announced at the start of each fall and spring semester. In advance of each meeting, the Chair will prepare and distribute a tentative agenda, allowing Residential, OYO, OSO, and Adjunct Faculty and Staff sufficient time to request the inclusion of specific items.

Residential Faculty Meetings

Residential Faculty and Staff will hold monthly meetings, with additional meetings scheduled as needed. Attendance at these meetings is expected as part of the service commitment of Residential Faculty members. Adjunct Faculty may request to add items to the agenda and are welcome to attend, except when confidential information is being discussed. In such cases, meetings will be restricted to Residential Faculty only.

When the Department has an appointed Adjunct Representative, they are encouraged to attend Residential Faculty meetings to represent the voice of Adjunct Faculty and ensure their perspectives are considered. Meeting minutes will be made available to all department members.

Adjunct Faculty Meetings

The Department will host an Adjunct Faculty meeting during Accountability Week each semester. Adjunct Faculty are strongly encouraged, but not required, to attend. Important information, expectations, deadlines, or required actions discussed during the meeting will also be communicated through official College email or other required work channels. Adjunct Faculty are responsible for reviewing and responding to those communications in accordance with the Adjunct Faculty Handbook. Meeting minutes and/or a recording, when available, will be provided as additional resources for Faculty who are unable to attend.

6. Expectations of Department Faculty

All department faculty are expected to meet their professional and institutional commitments within the College and the Department. Faculty should familiarize themselves with the Residential Faculty Agreement, the Adjunct Faculty Handbook, the College Plan, and the Department Charter to ensure compliance with all relevant policies and procedures. Active engagement in departmental affairs is critical to fostering a collaborative environment and supporting the Department's mission.

Faculty are encouraged to participate in department initiatives, such as committee work, student advocacy, and student learning assessment, contributing their expertise to advance the goals of the Department and College. These activities not only support the educational mission of the institution but also enhance student learning and success.

While Residential, OYO, OSO, and Adjunct faculty are vital members of the Department, the scope of their responsibilities differs. Full-Time Faculty (Residential, OYO, and OSO) are expected to engage in Department and College service and other professional responsibilities applicable to their roles. Adjunct faculty, while not required to engage in these areas, are encouraged to participate to the extent that they are interested and available. The Department recognizes that the primary responsibility of Adjunct faculty is instruction, and their contributions to department service are voluntary.

Teaching Expectations

Faculty are expected to adhere to best practices in teaching and learning, as outlined in the College's Learning Environment Guiding Principles and the Department's Statement of Teaching Expectations. These practices include fostering an inclusive and engaging classroom environment, using active learning strategies, providing timely feedback, and continuously assessing student progress to ensure effective learning.

Evaluations of teaching will formally occur as described in the Residential Faculty Agreement and Adjunct Faculty Handbook. During these evaluations, faculty are expected to demonstrate how they have met the Department's Teaching Expectations, including effective course design, delivery, and student engagement. Faculty should also ensure that they are integrating evidence-based instructional strategies into their teaching.

The Department encourages all faculty to regularly reflect on their teaching practices and seek opportunities for professional growth. Faculty who need additional support in meeting the Teaching Expectations are encouraged to connect with the Assistant Chair for Teaching and Learning, with fellow

department members, the Center for Teaching, Learning, and Engagement (CTLE), or other professional development resources available through the College.

Continuous improvement in teaching is a shared priority, and the Department is committed to providing resources and support to help faculty enhance their instructional practices.

Observations of Teaching

The primary purpose of teaching observations is to provide constructive feedback that supports faculty in their professional growth and helps ensure that high-quality teaching practices are consistently maintained throughout the Department. Observations aim to foster a collaborative process that enhances instructional practices and student outcomes.

For Probationary Residential Faculty: The Chair will conduct the teaching observation.

For Adjunct, OYO, and OSO Faculty: Observations are typically conducted by the Assistant Chair for Teaching & Learning or another designee of the Chair. However, if content expertise or a fresh perspective is needed, an alternate observer may be selected. Faculty may also request an alternative observer by consulting with the Chair.

Observation Process

Probationary Residential Faculty will be observed in accordance with RFA requirements and GCC practice.

Adjunct Faculty will be evaluated in each of their first three semesters of teaching at the College. After the first three semesters, Adjunct Faculty will be evaluated at least once every three years and any time they teach a new class at the College. OYO and OSO Faculty will be evaluated in each semester of teaching at the College. Observations may occur more frequently at the request of the Faculty member, the Assistant Chair for Teaching & Learning, or the Chair when additional feedback, support, or evaluation is appropriate.

In a semester when an observation is to occur, the Assistant Chair for Teaching & Learning or Chair's designee will contact the Faculty member at least two weeks prior to the observation. Each observation, regardless of modality or format (see below), will include completion of a written evaluation feedback form and a follow-up meeting between the Faculty member and observer. Within 15 accountability days of the observation, the Faculty member and observer will meet to reflect on the evaluation, and the observer will provide the Faculty member with the results in writing. Any areas marked as "Needs Improvement" will include a sufficient explanation with actionable steps for improvement**.**

Observation Formats

Faculty and the observer will mutually agree upon the date and format of the observation. The available observation options include:

1. In-Person or Live Online Class Observation: A 50-75 minute observation of an in-person or live online class session. This format allows for direct observation of the faculty member's teaching methods, student interaction, and classroom management. Access to the Canvas course is not required unless requested by the faculty member. The observer may ask for content directly related to the evaluation criteria, such as the syllabus or class session slide deck.
2. Canvas Course Guided Tour: A 50-75 minute guided tour of the faculty member's Canvas course showcasing how course content is structured and aligned with the observation criteria. This option is ideal for faculty who wish to demonstrate their use of online teaching tools and course design strategies.

3. Canvas Course Access: The observer will be granted TA-level access to the Canvas course for at least three business days. This access allows for a thorough review of the course materials, student engagement, and alignment with observation criteria. The observer agrees not to download, edit, or alter any course content and will only reference examples noted in the evaluation form.

Follow-Up and Support

For any areas marked as "Needs Improvement," the observer will follow up with the faculty member in the next semester to provide additional feedback and support. Faculty are encouraged to reach out to the Department or the Center for Teaching, Learning, and Engagement (CTLE) for further guidance.

Additionally, faculty may request a Peer Observation before their formal observation to receive informal feedback from a colleague. This can be a valuable resource for those looking to refine specific aspects of their teaching.

Student Evaluations of Teaching (SET)

As part of the Department's commitment to instructional excellence, Student Evaluations of Teaching (SET) will be sent to all enrolled students near the end of each fall, spring, and summer semester. Residential faculty can choose how to incorporate SET data into their Individual Development Plan (IDP) or Faculty Evaluation Plan (FEP), using either a personal SET instrument or the departmental SET. Adjunct, OYO, and OSO Faculty in an evaluation semester are expected to share the departmental SET form with their students and strongly encourage or require completion to ensure a reasonable response rate. SET results will be reviewed as part of the evaluation process in accordance with the RFA.

Regardless of evaluation requirements, all SET results will be shared with the appropriate faculty member. Faculty may choose to use SET data as part of their professional development, at their discretion, or as described in policy (for faculty engaged in IDP, FEP, or Adjunct, OYO, or OSO

Evaluation processes). Faculty are encouraged to use SET results as an opportunity for reflective practice and ongoing improvement of their teaching.

Communication Expectations

Effective and timely communication is essential for fostering a positive departmental environment and ensuring student success. The Department commits to regular communications with all Residential, OYO, OSO, and Adjunct Faculty and Staff, both in written form and through formal and informal meetings. Residential Faculty and Staff are expected to participate in Department meetings as appropriate to their roles. Adjunct Faculty are encouraged to participate in Department meetings and activities but are not required to do so unless participation is part of a compensated or otherwise required assignment. All Faculty and Staff are expected to regularly review and respond to work-related communications sent to

their Maricopa email address in accordance with applicable policy. Faculty and Staff are expected to complete all required MCCCD trainings and acknowledgments in a timely manner.

Access to Office Space and Resources

All Faculty can expect access to office space, instructional tools, and resources necessary to fulfill their teaching and departmental responsibilities. The Department is committed to providing these resources to support the professional and instructional success of all Faculty, using the budget to the extent allowed. Faculty should notify the Chair of any specific needs for tools or resources to ensure proper allocation and support.

Support of Departmental Priorities

The Department commits to supporting Psychology students in Research Methods or Skills, Opportunities, and Achievement through Research (SOAR) and Psi Beta / Psychology Club. Department Faculty are expected to respond in a timely and supportive manner to calls for data collection by the Research Methods or SOAR students and to attend their Poster Sessions, if possible. Department Faculty are also expected to share Psi Beta / Psychology Club information with students, encourage their participation, and attend events like Induction and Open House, if possible. Residential Faculty and Staff should make every effort to attend key student events unless teaching or working schedules prohibit it.

Professional Development

All Faculty and Staff are encouraged to make use of the professional development opportunities available to them. These opportunities include, but are not limited to, events sponsored by the Center for Teaching, Learning, and Engagement (CTLE), the Maricopa Center for Learning and Innovation (MCLI), the Employee Learn Center (ELC), and professional organizations. Faculty and Staff are encouraged to take advantage of the professional growth funds provided by MCCCD to support their development. Adjunct

Faculty are encouraged to engage in approved professional development activities if they wish to advance to the Tier 2 or Tier 3 salary levels.

Department Committees

It will be necessary at times to develop committees to perform relatively short-term tasks. Committees typically should not be in existence for more than one to three years. These committees may consist of Residential Faculty, Adjunct Faculty, and Staff members, depending on the purposes of the committee.

The Department will determine what roles, beyond those listed as delegable, are necessary for the successful functioning of the Department. These roles include, but are not limited to, service related to Strategic Planning, Instructional Council/Articulation Task Force, Residential, OYO, OSO, and Adjunct Hiring, and Adjunct Faculty Mentoring. Residential Faculty will be expected to volunteer for these roles in

a manner that promotes equitable service among all department members, with members who have not previously or recently served being willing to volunteer for roles as needed. Conditions that prevent a Faculty member from volunteering should be discussed with the Chair.

Adjunct Faculty are encouraged to serve on committees to the extent they wish, recognizing that they are not required to do so. The Department will make every effort to provide monetary or non-monetary compensation for such work.

Department Staff Support

Department Staff will be fully supported by the Chair and will have the right to participate in departmental decision-making processes based on their roles and areas of expertise. They will be governed by the policies and guidelines outlined in the Staff Policy Manual. The Chair will ensure that Staff are provided with the tools, resources, and professional development opportunities needed to perform their duties effectively and grow in their roles. Staff are integral to the success of the department and will work collaboratively with faculty to support the department's mission. Regular feedback and evaluation will be provided to promote continuous improvement and recognize Staff contributions.

7. Adjunct Rights and Support

The Department is committed to adhering to the Adjunct Faculty rights outlined in the Residential Faculty Agreement and Adjunct Faculty Handbook. 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 instructional success.

Adjunct Support

All new Adjunct Faculty will be provided with a mentor to ease their transition, serve as a primary contact, and support their development as an instructor. Mentors should strive to provide support in a variety of ways including but not limited to: Having an intake/orientation-style meeting with the new adjunct, sharing teaching strategies and/or materials where appropriate, having regularly scheduled check-in meetings (e.g., once every two weeks), and offering to provide supportive observations of teaching and/or a review of course materials.

Adjunct Faculty will be expected to engage with their mentor to the degree appropriate for their instructional experience.

Adjunct Representative

To the extent possible, the department will identify an Adjunct Faculty member to serve as the Adjunct Representative. This Faculty member will be included in all Residential Faculty communications and invited to attend Residential Faculty meetings, except in cases where confidential information is discussed. The Adjunct Representative will act as a liaison between Adjunct Faculty and department leadership, providing a voice for Adjunct Faculty concerns and facilitating communication as needed.

We will strive to provide compensation for this position, either in monetary or non-monetary forms, depending on available resources. Non-monetary compensation may include priority consideration for teaching assignments, both in the number and type of classes, as well as access to shared office space within the department, as availability permits.

Process for Reappointment of Department Adjunct Faculty

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.

Reappointment may be affected by factors other than enrollment. Adjunct Faculty who take a leave of absence may return to find the needs of the Department have changed, and their seniority status adjusted. Adjunct Faculty who consistently receive poor student evaluations or poor peer observations,

reviewed and substantiated student complaints, and/or fail to meet standards of professional responsibility may not be reappointed. Barring serious or continued issues, the Department commits to working with Adjunct Faculty to address instructional or professional concerns.

8. College-Specific Requirements from the College Plan

The Department will comply with college-specific requirements established in the GCC College Plan and with any College Plan provisions delegated to Department Charters. Where applicable, those requirements are incorporated into the relevant sections of this Charter.

9. Resources

Access resources related to this Charter at the following links:

- Find the **teaching expectations** of the GCC Psychology Department in the Statement of Teaching Expectations.
- Find how GCC actualizes **Maricopa's Excellence in Teaching and Learning Guiding Principles** on the Learning Environment Guiding Principles page.
- Find the **Faculty Evaluation Form** for Probationary and Adjunct Observations and related documents at the GCC Faculty Support Intranet Site.
- Find the **College Plan** and related documents at the GCC Faculty Senate Intranet Site. ● Find the **Staff Policy Manual**, **Residential Faculty Agreement**, and **Adjunct Faculty Handbook** at the MCCCD Handbooks and Manuals Intranet Site.