

Statement of Philosophy (Section A)

Tenure is a privilege awarded to those faculty who demonstrate qualities consonant with the community college ideal of educational excellence for a diverse population. Cuesta College hires and retains academic personnel in accordance with the educational and professional standards supporting this ideal; the college is also committed to providing developmental opportunities to assist non-tenured personnel in meeting these expectations for educational excellence. Finally, the college regards the tenuring process itself as a shared responsibility of the individuals composing the Cuesta College academic community, with the faculty playing a primary role.

Faculty's Statement of Ethics (Section B)

- I. Community colleges are distinctive in California's system of higher education in their devotion to and success in lower-division undergraduate education. The primary obligation of the faculty of community colleges is teaching and helping community college students succeed in the classroom and reach their educational objectives. The obligation of faculty, however, is not only to teach their subjects and to develop their students' academic skill, but also to instill a respect for truth and intellectual inquiry. To this end, faculty must make every effort to foster honest academic conduct, not only by demanding it of their students but also by modeling it themselves. Faculty should address students with the honesty and respect that they expect students to exhibit towards them. Faculty should strive to ensure that their evaluations of students' performance reflect its true merit. In addition to these principles of respectful and fair treatment, faculty have an obligation to encourage their students by raising their intellectual ambitions and by combating defeatism among those who feel they cannot succeed because of their race, social status, gender, disability, or educational background.

- II. Most faculty became involved in education because of an interest in exploring and transmitting the knowledge, methods, and techniques embodying their disciplines. The active pursuit of this interest establishes the disciplinary expertise, which not only grounds their status as educators but commits them to impartial inquiry and the pursuit of truth in general. At community colleges, faculty demonstrate this intellectual interest and commitment mainly through their knowledgeable and enthusiastic teaching or through their work in educational services. Yet they recognize that their expertise in and enthusiasm for their discipline depends upon the continued pursuit of their central intellectual interest. Thus they acknowledge that research, defined as purposeful intellectual inquiry, is a required element of college teaching and educational service; and that the most appropriate research for community college faculty consists of self-directed, purposeful reading and professional activity in their own disciplines and in related fields. Faculty have an obligation to remain intellectually vigorous and current--to read recent literature, attend conferences, participate in professional organizations, enroll in courses and workshops, and remain as active in their disciplines as their teaching and other campus responsibilities permit.

- III. As colleagues, faculty share information, offer advice, help each other with problems, and share in each other's successes. The obligations of faculty to their colleagues include participating in governance and carrying their fair share of the responsibilities governance entails. When called upon to evaluate their peers, faculty are obligated to do so in a fair-minded manner, with respect for confidentiality and pedagogical and personal differences. They respect the social and political diversity that allows academic communities to thrive, and they share ideas with the understanding

that criticism and debate are part of a vibrant, open community. Faculty settle their differences with open, forthright, and civil discourse.

- IV. Faculty have a responsibility to ensure the vitality of the college community by diligently promoting its ideals. They may serve the college by seeking to change it, even as they are legally obliged to abide by its rules. They must work to create conditions in which no one is fearful of offering or receiving constructive criticism. The obligation of faculty to the college also requires that they give it the time that it is due. Outside activities should not detract from the time faculty are expected to devote to the students and to the college as a whole. The college has a reciprocal obligation to maintain academic and governance responsibilities at a level consonant with the professional expectations faculty hold regarding educational excellence. Faculty have a special obligation to oversee educational programs and services and to ensure that educational excellence is not compromised for lesser institutional goals. In this regard, they have a special responsibility to ensure that the best faculty are hired and retained.
- V. As citizens engaged in a profession that depends upon freedom and responsibility, faculty have an obligation to promote conditions of free inquiry on campus and in the community. As educators they have a responsibility to further public knowledge and understanding, especially in those areas in which they have expertise. Faculty should strive, therefore, consonant with their acknowledged responsibilities to their students, their profession and the college, to serve the larger community by sharing their expertise and by participating in the opportunities of democratic citizenship.

Criteria (Section C)

- I. Responsibilities of the faculty member to the Teaching Discipline and to the Students
- A. Instruction as Assessed by the Peer Evaluation process
1. Demonstrates currency and appropriate depth of knowledge in discipline.
 2. Demonstrates enthusiasm for and interest in subject material.
 3. Communicates with students clearly and effectively.
 4. Demonstrates proficient use of written and oral language.
 5. Teaches students to appreciate different perspectives on and solutions to problems and issues in a given field and to understand how experts in the field critically evaluate these differences.
 6. Uses teaching methods and materials challenging to students, responsive to their needs, appropriate to the subject matter, and consistent with division goals and objectives.
 7. Organizes courses and teaching carefully and effectively.
 8. Provides at the beginning of each course clearly articulated guidelines for the successful completion of the course.
 9. Revises and updates course content and materials.

- B. Treatment of and Attitude toward Students
 1. Provides posted office hours, open time, or both, for the purpose of assisting students personally; encourages students to use this time; and is available consistently during this time.
 2. Treats students respectfully.
 3. Demonstrates patience, fairness, and promptness in evaluating and discussing student work.
 4. Understands and responds appropriately to the diverse ways in which students learn.
 5. Responds appropriately to the needs of individual students and their circumstances.
 6. Respects the diverse cultural backgrounds of students.
 7. Respects confidentiality of information from and about students.
 - C. Currency in the Candidate's Discipline
 1. Participates in organized professional activities, including appropriate seminars, workshops, conferences, and course work.
 2. Participates in professional organizations related to the area of specialization and to pedagogy.
 3. Engages in self-directed, purposeful investigation within the discipline in order to deepen and extend his or her knowledge of current practices and literature in the field and in related fields.
 - D. Timely Submission of Required Student Reports and Records
- II. Responsibilities of the Candidate to College, to Colleagues, and to Community
- A. Shared Governance and Collegial Responsibilities
 1. Fulfills obligations to the college and to colleagues by willingly sharing the institutional and governance workload.
 2. Participates in division/cluster activities.
 3. Participates actively and effectively and demonstrates initiative in assigned college-wide committees, shared governance, or both.
 4. Submits required shared governance and committee reports and records on time.
 - B. Interaction with Colleagues
 1. Strives to develop and maintain a collegial and cooperative atmosphere among faculty and staff.

2. Shows respect for colleagues both by sharing experiences and expertise and by acknowledging that there are divergent perspectives on controversial issues.
3. Respects confidentiality of information from and about colleagues.

C. Participation in the Non-College Community

1. Maintains educational and professional contacts with the community appropriate to his or her relevant professional commitments and area of specialization.
2. Contributes to the non-college community with sensitivity to his or her status as an educator and to his or her membership in the academic community.

III. Responsibilities Specific to Educational Services Faculty

(Criteria I B through II C also pertain to educational services faculty. Criteria I A applies when educational services faculty are involved in instruction on either a regular or an occasional basis. In addition to the general criteria listed below, criteria particular to individual job descriptions may also be applicable.)

A. Counseling Faculty

1. Provides students with informed and current academic and career counseling which will enable them to continue their education and prepare for a vocation.
2. Provides students with professional personal counseling that will stimulate them to grow in their understanding of self and others.
3. Assumes responsibility and shows initiative for the counseling phase of matriculation activities.

B. Disabled Student Programs and Services Faculty

1. Responds in an appropriate and timely manner to the questions and needs of students.
2. Possesses current knowledge of government regulations relating to disabled students.
3. Effectively matches students with services.
4. Participates regularly and willingly in organized professional development activities, especially those involving training in technology and testing specific to the needs of disabled students.

C. Library Faculty

1. Ensures that the library collection and services are current and consonant with the needs of the academic program.
2. Effectively communicates the availability of library materials and services to the campus and non-campus community.
3. Provides effective and willing instruction regarding the development and use of

library skills.

4. Works effectively with faculty in developing library activities.

IV. Evaluation Procedures and Tenure Review Process

The performance evaluation of faculty during the tenure process will be conducted in accordance with the Collective Bargaining Agreement between the San Luis Obispo County Community College District and the Cuesta College Federation of Teachers.

(Approved: 10/2/91)

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