

2017 HUMANITIES DIVISIONAL GOVERNANCE
 Approved by Humanities Division at 2/14/17 Division Meeting
 Approved by Administration TBD

HUMANITIES DIVISIONAL GOVERNANCE

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Article I

HUMANITIES DIVISION-WIDE GOVERNANCE

A. Seniority

Throughout this document, the term “seniority” refers to the Seniority List published each January by the Office of Human Resources, as noted in Article IX.I of the Faculty CBA. Any ties in seniority will be broken each semester by a coin flip.

B. Conference Travel Policy

1. The Travel Committee will consist of at least two Full-time Status faculty members from the division. Amounts paid are limited by the availability of funds provided under Section K of Article XIII of the CBA.
2. It will be the procedure of the Travel Committee:
 - a. To grant subsidies to faculty to cover the following travel-related expenses:
 - Plane or train fare for a reasonable amount to the intended destination, or, if traveling by personal auto, mileage at the contractual rate.
 - The standard rate of the conference hotel, or comparable accommodations.
 - Meals at the per diem reimbursement for meals rate established by Accounting. See the travel form on the Accounting webpage for the current rate:
<http://www.mcc.edu/accounting/pdf_acct/travel_form.pdf>
 - Registration and other conference fees.
 - b. To subsidize faculty only for conferences in their fields or related to college responsibilities.
 - c. To subsidize full-time faculty no more than \$1500 over any two-year period. (Exceptions are detailed in h below.)
 - d. To subsidize adjunct/part-time faculty at rates which are proportional to their teaching loads and the \$1500 cap mentioned in c above. For example, if a part-time faculty member teaches 1/3 of a full-time load in her discipline, she may be subsidized for travel expenses up to \$500 over

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a two-year period. Since adjunct/part-time faculty may teach no more than 2/3 of a full-time load in a given semester, the maximum amount an adjunct/part-time faculty member may be subsidized for travel is \$900 over a two-year period. (Exceptions are detailed in e and h below.)

- e. Any adjunct/part-time faculty member who teaches the maximum number of contact hours in his/her discipline may be subsidized for travel expenses up to \$900 over a two-year period.
- f. To hold at least one-half of the travel fund in reserve for use in the second half of any fiscal year (beginning Winter semester).
- g. To subsidize faculty on a pro-rata basis, in those cases where there are not enough funds to meet every request, as detailed in a-d above. (If adjunct/part-time faculty are among those requesting funds, they will be subsidized proportionally to their teaching loads, as stated in d above.)
- h. To reimburse faculty who have attended conferences without a travel subsidy or at a reduced subsidy, on a pro-rata basis, provided there is money remaining in the travel budget at the end of the Winter Semester. (If adjunct/part-time faculty are among those who attended conferences without a travel subsidy or at a reduced subsidy, they will be reimbursed, on a pro-rata basis, proportionally to their teaching loads, as stated in d above.)

C. Interview Committees

1. Full-time faculty in the discipline for which a search is being conducted will nominate and elect two Continuing Full-time Status faculty from that discipline to serve for the duration of a given search. For example, if the College is searching for a new full-time faculty member in the philosophy discipline, the Full-time philosophy faculty will nominate and elect two Continuing Full-time Status philosophers to serve on that Interview Committee.
2. If there are two or more Continuing Full-time Status faculty members in the discipline for which the search is being conducted, but only one is available to serve on the Interview Committee, the full-time faculty in that discipline will nominate and elect a second Interview Committee member from the Continuing Full-time Status Humanities faculty, or might authorize a Probationary full-time faculty member in the discipline if s/he is comfortable serving.
3. In the event that there is only one Continuing Full-time Status faculty member in the discipline for which the search is being conducted, then that member will select the second Interview Committee member from the Continuing Full-time

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Status Humanities faculty, or might authorize a Probationary full-time faculty member in the discipline if s/he is comfortable serving.

4. In the event that there is no Continuing Full-time Status faculty member in the discipline for which the search is being conducted, then the Full-time Humanities faculty can authorize a Probationary Full-time faculty member in the discipline, if s/he is comfortable serving. That Probationary faculty member would then have the authority to choose the second Interview Committee member from the Continuing Full-time Status Humanities faculty. If there is no Probationary faculty member in the discipline, or if s/he is not comfortable serving, then the Full-time Humanities faculty will nominate and elect two Continuing Full-time Status Humanities faculty to serve on that Interview Committee.

D. Evaluation of Probationary Full-time Faculty

1. The Probationary Faculty Evaluation Committees will evaluate the professional competence and teaching ability of probationary instructors in Humanities.
2. Within the Humanities Division, each discipline that currently has Probationary Full-time faculty will have a separate Probationary Faculty Evaluation Committee to ensure that, whenever possible, evaluations are conducted by content experts.
3. Members of Evaluation Committees will be especially concerned with evidence of the probationary instructors' knowledge of their subject and their abilities in the following areas:
 - Classroom atmosphere conducive to positive student-instructor interaction
 - Effectiveness of teaching methods in reaching learning objectives
 - Design of assessments of student learning
 - Syllabus description of the course - including discipline-approved course objectives
 - Evidence of collegial conduct (i.e., getting along with other college personnel, establishing positive professional relationships)
 - Evidence of professional development activities and implementation of current instructional methods

Additional discipline-specific areas of evaluation will include:

- Communication: Written feedback on speeches
- English and Philosophy: Written feedback on students' papers (essays, exams, portfolios etc.)

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- Reading: Understanding and application of Adult Learning Theory in instruction and development of appropriate teaching tools for adult students
 - Foreign Languages: Communicative style teaching approach and application (instructor should be speaking mostly - 70% or more - in the target language). The same midterm and final exam will be used by all instructors teaching the same course.**
4. The Probationary Faculty Evaluation Committee will consist of the Dean and two Continuing Full-Time Status Faculty members selected by the Dean. The Dean may appoint a Chair to assist the Dean and delegate to this position various duties such as scheduling meetings, facilitating communication between the committee and the probationary instructors, and setting the tone for a clear and supportive evaluations process. If the Dean does not delegate these responsibilities, the process and timeline described below will still be followed under the Dean's supervision.
 5. For the benefit of probationary faculty members there should be continuity on the Evaluation Committee.
 6. The committee will encourage first-year probationary instructors to observe classes of Continuing Full-time Status faculty, and will make sure probationary instructors are aware that they may select Continuing Full-time Status faculty members to consult on any aspect of their teaching. The committee will also let the probationary instructors know that they should feel free to ask for feedback from individual members of the Evaluation Committee at any time.
 7. Timely execution of the evaluation process will follow the schedule and process described below. If an adjustment to the timeline/ process is necessary, due to exceptional, unforeseen circumstances, this should be discussed by the committee and probationary instructors, so that all affected parties have clear information and expectations.
 - a. During Welcome Back week in the Fall and Winter terms, a time will be set for a meeting of all probationary instructors in that discipline and the evaluations committee members; the meeting will take place by the end of Week 2.
 - b. In the meeting described in (a), a detailed timeline will be shared that follows the parameters described below in (c-i), with specific dates attached. The process that will be followed for that semester, will be explained, the forms that will be used (the evaluation forms most recently approved by the Humanities Division) will be distributed, and an explanation will be provided regarding how the probationary instructors will

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be evaluated and what artifacts they must provide to the committee to show their comments on student work. These artifacts will include a course syllabus and:

- in ASL and the Sign Language Interpreter Education program-- classroom materials, written lesson plans, and one set of exams and/or quizzes.
 - in Communication-- a complete set of written, instructor-graded speech evaluations, including written student speech preparation materials (e.g. outline).
 - in English-- a complete class of photocopied papers including the assignment sheet and an explanation of how the papers will be assessed, if that is not included in the assignment sheet itself.
 - in the Foreign Languages-- classroom materials, as well as one set of exams and quizzes.
 - in Philosophy-- one set of marked and graded papers or exams, including the assignment sheet.
 - in Reading-- a set of student portfolio folders from each of the probationary instructor's assigned sections, collected around midterm and again at the end of the semester.
- c. After the meeting described in (b), it is the responsibility of the probationary instructor to plan the next two steps of the evaluation process. The probationary instructor will make an appointment with each evaluator for a classroom observation, which must take place by the end of Week 8. When schedules permit, a probationary instructor may request that more than one evaluator visit the same class session. At least 24 hours before each classroom observation, the probationary instructor will email the attending evaluator(s) a plan for the class meeting.
- d. It is also the probationary instructor's responsibility to plan which assignment will serve as his/her grading sample, and to ensure that the students' work can be graded, photocopied, and given to the evaluators by the end of Week 8. Artifacts should be from the same course (not necessarily the same section) that the evaluator observes.
- e. The end of Week 8 is the deadline for the completion of the classroom observation and the delivery of the artifacts, but probationary instructors should be aware that these steps can be completed earlier, and that this might be preferred in some disciplines. The discipline's committee will clarify this.

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- f. If artifacts are not provided by Week 8 and/or a classroom visit has not been arranged, the probationary instructor may receive an unsatisfactory evaluation.
 - g. After the classroom visit and artifact delivery is complete, it is the responsibility of each evaluator to arrange a face-to-face follow-up meeting with the probationary faculty member. This meeting will take place within 2 weeks of the date of the classroom observation or the date the artifacts are delivered, whichever happens later, and prior to the evaluator's transmission of the evaluation forms to the Dean. In the meeting, the evaluator and probationary faculty member will discuss the probationary faculty member's teaching and grading.
 - h. By the end of Week 14, the probationary instructor will email to all evaluators a piece of reflective writing about his/her teaching that semester and goals for the next semester. This piece should be roughly a page in length, but may be longer if the probationary instructor wishes.
 - i. In the final week of the semester, a meeting of the committee will be convened to discuss their evaluations and, based on all of these evaluations, to collaborate in writing a composite recommendation that will be attached to the Probationary Faculty Evaluation Report Form, which is signed by all evaluators. If consensus cannot be reached, then committee members with divergent opinions will submit their views in writing.
8. The committee will hold a meeting with the probationary instructor within three weeks of the meeting described in (6.i) to discuss that semester's composite recommendation.
 9. As stated in Article X.S of the Faculty CBA, "The committee's written recommendation concerning a Probationary Status faculty member's performance, together with such documentation as may be requested, will be transmitted by . . . the Dean . . . to the appropriate Vice President."
 10. As stated in Article X.S of the Faculty CBA,

The Probationary Faculty Evaluation Report form for Probationary Status faculty will be signed by the faculty member and the appropriate Vice President after a conference between the two. It is understood and agreed that the faculty member's signature merely acknowledges his/her having read the report. The Probationary Status instructor will have the right to respond in writing to the evaluation report, and such response will be attached to all copies of the report. Copies of the evaluation report form will be forwarded to the Human Resources Office for tracking purposes and placement in the employee's personnel file.

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E. Evaluation of Continuing Full-time Status and Adjunct Faculty

1. Evaluators of Continuing Full-time Status and Adjunct Faculty will be especially concerned with evidence of the faculty members' knowledge of their subject and their abilities in the areas described in (D3), above, and will use the evaluation forms most recently approved by the Humanities Division.
2. For more information on the timeline and process for the evaluation of continuing full-time status and adjunct faculty, see Article X.R of the Faculty CBA.

F. Evaluation of Part-time Faculty

1. As stated in Article X.T of the Faculty CBA, "The immediate supervisor and/or his/her designee will be responsible for the evaluation of Part-time Status instructors who are not adjunct."
2. Evaluators of Part-time Faculty will be especially concerned with evidence of the faculty members' knowledge of their subject and their abilities in the areas described in (D3), above, and will use the evaluation forms most recently approved by the Humanities Division.
3. For more information on the timeline and process for the evaluation of Part-time Faculty who are not Adjunct, see Article X.T of the Faculty CBA.

G. Development of Course Proposals and Course Revisions

1. Faculty proposing new courses or course revisions should seek the input of the full-time faculty in their discipline before bringing the matter to the Division.
2. Once the discipline considers the matter, copies of all paperwork for a course proposal/revision must go to all full-time faculty in the Division at least a week before the division meeting in which it will be discussed. If fast-tracking is needed, email discussion is acceptable.
3. The Division will make suggestions for revision, if needed, and then vote before the matter goes to CPSC.

H. Faculty Participants in Program Reviews

Each discipline will elect faculty to serve in program reviews, as needed.

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Article II

ASL/ SIGN LANGUAGE INTERPRETER EDUCATION PROGRAM GOVERNANCE

A. Textbook Selection

Textbook selection is made by the Coordinator with the input of faculty who teach those classes. The Coordinator completes all textbook requisitions. The same texts are used in all sections of the same course. All instructors are welcome to make suggestions about new texts.

B. Process for Bidding on Classes: Fall and Winter Terms

1. Full time instructors choose courses according to seniority and areas of expertise.
2. Adjunct and Part-time instructors choose their preferred load according to their preference points. The choice of courses available for adjunct and part-time instructors to bid on is determined by the Dean in consultation with the Coordinator, who assess the instructors' skills, teaching experience, expertise, certifications, and commitment to professional development.

C. Process for Bidding on Classes: Spring and Summer Terms

Spring and Summer assignments are made on the basis of seniority, for full-time faculty, and preference points, for adjunct and part-time faculty, and by instructors' experience in teaching the particular course. Generally, Spring and Summer courses are taught by the same teachers who teach them during the Fall and Winter terms.

D. Development of Course Proposals and Course Revisions

Course proposals can be prepared and presented to the Division and CPSC by any full-time, adjunct or part-time faculty, after first being reviewed by the Coordinator.

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Article III

COMMUNICATION GOVERNANCE

A. Textbook Selection

1. Communication Courses

- a. The same required text/materials will be used by all part-time and adjunct faculty members for all courses, with the exception of Communication 140. For this class, instructors will choose one of two approved textbooks.
- b. Every two years, the Communication Coordinator will gather and report on faculty feedback on the selected materials and discuss any recommended changes at a regular Communication department meeting. A vote will be held to approve continued use of the required materials or to approve any new selection.
- c. Current full-time MCC Communication faculty and retired, former full-time MCC Communications faculty members who return to teaching part-time may select their own materials.

B. Process for Bidding on Classes: Fall and Winter Terms

1. Full-time Communication faculty will select the Fall or Winter sections they wish to teach according to the following system.
 - a. Faculty will make their selections in order of seniority, beginning with the faculty member of highest seniority and proceeding to the faculty member of lowest seniority.
 - b. Each faculty member will select his or her base teaching load when his or her turn arrives in the rotation described in (1a) above.
 - c. After the completion of (1a and b) above, Faculty who wish to teach overload sections will choose them, in order of seniority
2. After all full-time Communication faculty have chosen their teaching schedules, part-time and adjunct faculty will choose their sections according to their Preference Points, as defined in Article XI.C of the Faculty CBA.

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C. Process for Bidding on Classes: Spring and Summer Terms

1. Full-time faculty who are interested in Spring/Summer teaching make their course selections in order of seniority, as defined in (B1), above.
2. After all full-time faculty have chosen their teaching schedules, part-time and adjunct faculty will choose their sections according to their Preference Points, as defined in Article XI.C of the Faculty CBA.

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Article IV

ENGLISH GOVERNANCE

A. Textbook Selection

1. **Composition: 101 and 102** (passed at 3/17/15 Division Meeting)
 - a. All part-time and adjunct faculty will be required to use at least one book from a list of pre-approved textbooks for their 101 and/or 102 courses.
 - b. Every three years, the textbook selection committee will gather to report on part-time and adjunct faculty feedback on the textbook list and recommend any changes.
 - c. Current full-time MCC English faculty and retired, former full-time MCC English faculty members who return to teaching part-time may select their own materials.
 - d. Once a book has been assigned to a specific section and the book order deadline has passed, no changed will be made to that book requirement for that course. Those sections that remain unstaffed past the book order deadline will be assigned the same “default” book choice, as designated by the textbook committee.

2. **Developmental Writing:099 TRL**
 - a. The departmental course packs will be ordered for sections of English 099-TRL taught by part-time and adjunct faculty, and part-time and adjunct faculty may choose a supplemental readers from a list of pre-approved readers, or they may choose to provide their students with links to readings available on the web. The Developmental Writing Coordinator also maintains a website of supplemental materials, such as readings, assignment examples, etc., that faculty are invited to explore, adapt, use, as they see fit.
 - b. Full-time and retired, former full-time MCC developmental writing faculty members who return to teaching part-time are encouraged to use the departmental materials but are free to select their own.

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- c. Annually, the Developmental Coordinator will encourage all part-time, adjunct, and full-time developmental faculty to submit updated materials for inclusion in the course packs or on the Developmental Writing Website.
3. Literature courses, and any other courses not named, above: individual instructors select their textbooks.

B. Process for Bidding on Classes: Fall and Winter Terms

1. A timely execution of this process will allow for the scheduling of the necessary bidding meetings at generally convenient times and will allow ample time to meet schedule publication deadlines established by the VPAA office.
2. When creating the schedule, the Dean will consider the input of faculty as given by the Coordinators of Composition and Developmental English and the Literature Committee, provided that input is given no later than November 30 for spring, summer, and fall; and no later than May 31 for winter.
3. Provided that the responsibility for conducting the bidding process has been delegated by the Dean, full-time English faculty will bid on Literature classes following the process described below. If the Dean does not delegate this responsibility, the bidding process described below will still be followed under the Dean's supervision.
 - a. All Full-time English instructors are eligible to teach 200-level English classes. For the purposes of this policy, English 205, Creative Writing, is considered a literature class. Also, no distinctions are made between on-campus and branch-campus courses.
 - b. After the Dean sends out the schedule of all courses in English for a given semester, but before the Composition Coordinator's course selection meeting, the chair of the Literature Committee will send an email message to all Full-time faculty in English, soliciting their interest in teaching the literature courses listed on the schedule and setting a deadline for their responses. Faculty members will reply by the Literature Committee chair's deadline, and will list, in order of preference, the courses that they are interested in teaching.
 - c. Once the Literature Committee chair has collected this information, the full Literature Committee will meet to consult the literature teaching history to determine who has priority to teach each course. Following the rules described in (d, e, f, and g) below, the committee will attach faculty names to courses.

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- d. Once an instructor has first priority to teach a literature class and does in fact teach it, he or she will retain that priority through the second time that particular class is offered. This will enable the instructor to teach the same course two consecutive times that it runs. If that instructor relinquishes the choice to teach it that second consecutive time, he or she loses that priority, and the previous rules regarding literature choices apply.
 - e. If a seminar-status literature course is scheduled, the instructor who proposed it has priority to teach it both times it is offered as a seminar. If the instructor wants to teach the content of the seminar a third time, he or she must offer it as a new course, following the usual Divisional and CPSC procedures for approval.
 - f. New literature courses also become the first choice of the instructor who developed them. The developing instructor has priority to teaching a new course the first two times it is offered as a course.
 - g. If an e-learning literature course is scheduled, and only one English instructor has an approved shell for that course, that course becomes his or her first choice in selecting a literature class for the semester it is offered.
 - h. If literature classes still remain unstaffed, the following applies to the selection of a second literature course:
 - The instructor who has least recently taught two literature sections receives first choice of literature assignments still available.
 - If more than one qualifies, the instructor with most seniority shall have preference.
 - i. The Literature Committee chair will send an email message to all Full-time English faculty, notifying them of the results of this bidding process, prior to the Composition Coordinator's scheduling meeting.
 - j. If full-time faculty are not available to teach a literature class, adjunct and part-time faculty can bid on an unstaffed section in accordance with their preference points.
4. Each Fall and Winter term, provided that responsibility for conducting the bidding process has been delegated by the Dean, the Composition Coordinator will call a scheduling meeting at a generally convenient time. The schedule will have the names of faculty teaching literature courses attached to the appropriate sections.

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Faculty unable to attend this meeting may designate a proxy. If the Dean does not delegate this responsibility, the bidding process described below will still be followed under the Dean's supervision.

5. At the meeting described in (4) above, full-time English faculty will bid on Fall or Winter sections according to the following system:
 - a. Faculty will make their selections in order of seniority, beginning with the faculty member of highest seniority and proceeding to the faculty member of lowest seniority.
 - b. Each faculty member will select his or her base teaching load when his or her turn arrives in the rotation described in (5a) above.
 - c. Faculty members who are reassigned time will, in the absence of a definite administrative decision above Dean level to the contrary, select classes on the assumption that they will continue to be reassigned time. If such reassigned time is later taken away from the faculty member or reassigned to some other faculty member, the affected full-time faculty member shall select a class or classes to make a full load.
 - d. Faculty who wish to teach overload sections will choose such sections after the completion of (5a, b, and c) above.
 - e. If a Full-time faculty member's section is cancelled at a later date and that faculty member no longer has a full teaching load, refer to Article X.A.3.b of the CBA.
6. After all full-time English faculty have chosen their teaching schedules, part-time and adjunct faculty will choose their sections according to their Preference Points, as defined in Article XI.C of the Faculty CBA.

C. Process for Bidding on Classes: Spring and Summer Terms

1. Each Winter semester, provided that the responsibility for conducting bidding has been delegated by the Dean, the Composition Coordinator will call a scheduling meeting at a generally convenient time. Faculty unable to attend this meeting may designate a proxy. If the Dean does not delegate this responsibility, the bidding process described below will still be followed under the Dean's supervision.
2. Prior to this meeting, the Continuing Full-time Status English faculty member who is currently serving as Records Keeper will update the full-time English

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faculty's internal spring/summer priority points list, following the rules outlined in (3) below.

3. The full-time English faculty's internal spring/summer priority points list is based on the teaching records for the previous 5 years, including both number of semesters on the faculty and the number of spring/summer classes taught during that period. Every spring/summer class taught will offset one semester of seniority. For example, five years or more as full-time faculty = 10 points, 3 years as full-time faculty = 6 points; subtract one point for each spring/summer class taught in the previous five years. If two or more Full-time faculty members have the same number of priority points, they will chose their classes in order of seniority. If two or more instructors have the same number of priority points and the same number of semesters of service, the order of selection will be determined by drawing lots.
4. The Records Keeper will bring the updated list to the meeting, showing the order in which the full-time faculty will select their first spring/summer course.
5. Literature classes offered during the Spring or Summer semesters are not chosen separately as they are for the Fall or Winter semesters. They are simply chosen along with other classes consistent with the overall guidelines on spring and summer class selection procedures.
6. All Full-time English faculty will be eligible to teach any Literature class offered in the spring or summer, without regard to the Literature teaching history, except in the cases noted below. The Division recommends that instructors do not teach literature classes during the spring and summer that they have not previously taught.
 - a. If a seminar-status course is scheduled for the spring/summer, that course becomes the first choice of the instructor who proposed it, and s/he has priority to teach it both times it is offered as a seminar. If the instructor wants to teach the content of the seminar a third time, he or she must offer it as a new course, following the usual Divisional and CPSC procedures for approval.
 - b. New courses also become the first choice of the instructor who developed them, whether those courses are scheduled in the Fall/Winter or Spring/Summer. The developing instructor has priority to teach a new course the first two times it is offered as a course.
 - c. If an e-learning literature course is scheduled for the Spring-Summer, and only one English instructor has an approved shell for that course, that

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course becomes his or her first choice in selecting a spring-summer course.

7. No Full-time faculty member will choose a second section until every Full-time faculty member who wants to teach in spring/summer has chosen one section.
8. After all full-time faculty have chosen their teaching schedules, part-time and adjunct faculty will choose their sections according to their Preference Points, as defined in Article XI.C of the Faculty CBA.
9. If a faculty member relinquishes a course after the Composition Coordinator's scheduling meeting and/or the Adjunct/Part-time bidding process, the Dean will find a new instructor for the course, and has no contractual obligation to consult the full-time faculty seniority list or the full-time English faculty's internal spring-summer priority points list. However, the full-time faculty in English requests that whenever possible, the Dean offer the relinquished course first to full-time faculty who have had sections cancelled due to low enrollment.

D. Process for Bidding on Classes: English ALP Courses
(approved by division 11-12-13)

1. Provided that the responsibility for conducting the bidding process has been delegated by the Dean, full-time English faculty will bid on Accelerated Learning Program (ALP) courses following the process described below. If the Dean does not delegate this responsibility, the bidding process described below will still be followed under the Dean's supervision.
 - a. All Full-time English instructors are eligible to teach in the Accelerated Learning Program, provided they have completed the program-specific training (or agree to complete it prior to the term in which they will teach ALP) and have agreed to the collaboration requirements of the program prior to bidding (which may include shared texts, discussion of assignments, participation in ALP faculty meetings).
 - b. After the Dean sends out the schedule of all courses in English for a given semester, but before the Composition Coordinator's course selection meeting, the Composition Coordinator and/or Developmental Writing Coordinator will send an email message to all Full-time faculty in English, soliciting their interest in teaching the ALP courses listed on the schedule and setting a deadline for their responses. Faculty members will reply by deadline, indicating their interest in teaching ALP and their agreement to the training and collaboration requirements of the program.

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- c. At this time, the Composition and Developmental Writing Coordinators will consult the teaching history and seniority list to determine a bidding priority list, which will follow the rules described in (d, e, and f) below.
- d. The first tier of bidding priority consists of faculty who need to teach in the ALP again in order to have the experience of teaching in the program two consecutive semesters. If more than one instructor falls into the “first bidding priority” category, the instructors will bid in order of seniority. If an instructor relinquishes the choice to teach in the ALP that second consecutive time, he or she loses that priority. One exception: If an instructor taught in the ALP for the first time in the Winter but does not want to teach ALP in the Spring and Summer, s/he can reserve the priority spot for Fall bidding.
- e. The second tier of bidding priority consists of faculty who would be teaching in the program for the first time, or coming back to the program after at least one Fall or Winter semester away. If more than one instructor falls into the “second bidding priority” category, the instructors will bid in order of seniority. One exception: if some new instructors have completed the training already, and others will complete it prior to the beginning of the term on which they are bidding, those who have completed the training already will have bidding priority over those who have not.
- f. The third tier of bidding priority consists of faculty who have taught in the ALP for more than two consecutive semesters. (“Consecutive” can include a Spring/Summer gap. An instructor who teaches ALP in the Winter and then in the Fall has taught two consecutive semesters, as has a faculty member who teaches in the Winter and then Spring or Summer). If more than one instructor falls into the “third bidding priority” category, the instructors will observe a rotation of bidding priority, initially based on seniority. After each semester’s bidding, the instructor who was at the top of the third tier will move to the bottom of the list. One exception: If an instructor teaches ALP in the Winter but does not want to teach it in the Spring or Summer, s/he can reserve the priority spot for Fall bidding. When instructors move from the first tier of bidding priority to the third tier, they will enter at the bottom of the list.
- g. Once the priority list has been determined and shared with all faculty on the list, the Composition and Developmental Writing Coordinators (and cc:ing the Dean) will either hold an in-person meeting to conduct bidding or will conduct bidding by email, following the priority list.

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- h. If there are more ALP course pairs than faculty on the list, the instructor at the top of the third tier of bidding priority will have the first opportunity to select a second ALP pair; s/he can pass if s/he does not want a second ALP pair or finds the timing of the available pairs undesirable. The passing of the opportunity would then continue down the list of third-tier faculty, then first-tier, then second-tier.
- i. If there are any unstaffed ALP courses after full-time faculty bidding, adjunct and part-time faculty can bid on an unstaffed section in accordance with their preference points, provided they agree to complete any the program-specific training and have agreed to the collaboration requirements of the specific program prior to bidding.

E. Specific Courses to be Offered in Literature

1. The Literature Committee will make recommendations for the Dean's consideration on all matters pertaining to the teaching of literature in an effort to provide a diverse and balanced curriculum based on students' needs, while drawing upon Faculty content expertise.
2. All policies and procedures related to the Literature Committee are defined in the "Humanities Faculty Internal Policies and Procedures" document.
3. The Literature Committee will submit to the Dean for his/her consideration the literature courses and suggested times to be offered each fall, winter, spring, and summer semester. The proposed winter semester schedule should be presented to the Dean by May 31 of the preceding year. The proposed spring, summer, and fall schedules should be presented to the Dean by November 30.

F. Writing Center Committee and Writing Center Operations

All policies and procedures related to the Writing Center can be found in the "Humanities Faculty Internal Policies and Procedures" document.

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Article V

FOREIGN LANGUAGES GOVERNANCE

A. Textbook Selection

Textbooks used in Foreign Languages Courses are selected by the individual instructor unless two or more instructors teach the same course, in which case selection is made by mutual agreement of all instructors of that course. If a consensus cannot be reached, the Coordinator of Foreign Languages selects the text. The same texts are used in all sections of the same course, and all required course materials (such as on-line companion websites /programs) are used.

B. Process for Bidding on Classes: Fall and Winter Terms

1. When creating the schedule, the Dean will consider the input of faculty as given by the Coordinator of the Foreign Languages program, provided that input is given no later than November 30 for spring, summer, and fall; and no later than May 31 for winter.
2. Full-time faculty will make their course selections in order of seniority, beginning with the faculty member of highest seniority and proceeding to the faculty member of lowest seniority.
3. Each Full-time faculty member will select his or her base teaching load when his or her turn arrives in the rotation described in (2) above.
4. Full-time faculty members who are regularly reassigned time will, in the absence of a definite administrative decision above Dean level to the contrary, select classes on the assumption that they will continue to be reassigned time. If such reassigned time is later taken away from the faculty member or reassigned to some other faculty member, the affected full-time faculty member shall select a class or classes to make a full load.
5. Full-time faculty who wish to teach overload sections will choose such sections after the completion of (2, 3, and 4) above.
6. If a Full-time faculty member's section is cancelled at a later date and that faculty member no longer has a full teaching load, refer to Article X.A.3.b of the CBA.
7. After all full-time faculty have chosen their teaching schedules, part-time and adjunct faculty will choose their sections according to their Preference Points, as defined in Article XI.C of the Faculty CBA.

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C. Process for Bidding on Classes: Spring and Summer Terms

1. Full-time faculty who are interested in Spring/Summer teaching make their course selections in order of seniority, as defined in V.B.2, above.
2. After all full-time faculty have chosen their teaching schedules, part-time and adjunct faculty will choose their sections according to their Preference Points, as defined in Article XI.C of the Faculty CBA.

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Article VI

PHILOSOPHY GOVERNANCE

A. Textbook Selection

The instructors select their textbooks; however, any textbook selection can be rejected upon unanimous agreement of the continuing contract faculty members.

B. Process for Bidding on Classes

1. Full-time faculty members in philosophy meet to select their classes.
2. After all full-time faculty have chosen their teaching schedules, part-time and adjunct faculty will choose their sections according to their Preference Points, as defined in Article XI.C of the Faculty CBA.

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Article VII

READING GOVERNANCE

A. Textbook Selection

The selection of textbooks for Reading 016, Reading 030, and Reading 100 will be determined by a consensus of the full-time Reading Faculty. For other courses, Reading 112 and Reading 007, the individual instructor chooses the text.

B. Process for Bidding on Classes (approved by division 11-12-13)

1. When creating the master schedule of course offerings in Reading, the Dean will consider the input of faculty provided that input is given no later than November 30 for spring, summer, and fall; and no later than May 31 for winter.
2. Each full-time Reading instructor chooses his/her base load on the basis of seniority before any full-time instructors have an opportunity to choose overload classes.
3. (Seniority is defined by date of fulltime hire)
4. Reading faculty will select overload course(s) one at a time by seniority..
5. After all full-time faculty have determined their teaching schedules, adjunct and part-time faculty will choose their sections according to their Preference Points, as defined in Article XI.C of the Faculty CBA.

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Article VIII.

ACADEMIC LITERACY (ACLT) GOVERNANCE

A. Specific Courses Offered in Academic Literacy (ACLT)

1. The ACLT Committee will submit to the Dean for his/her consideration the ACLT courses and suggested times to be offered each fall and winter semester. The proposed winter semester schedule should be presented to the Dean by May 31 of the preceding year. The proposed fall schedule should be presented to the Dean by November 30.

B. Process for Bidding on classes

1. After the Dean sends out the schedule of all courses in English and Reading for a given semester, but before the Composition and Reading Coordinators' course selection meetings, the ACLT Committee will send an email message to all Full-time faculty in English and Reading, soliciting their interest in teaching the ACLT courses listed on the schedule and setting a deadline for their responses. Faculty members will reply by the deadline, indicating their interest in teaching ACLT and their agreement to the training and collaboration requirements of the program.
2. As ACLT faculty may come from either the English or Reading discipline (with varying degrees of seniority in those separate disciplines), "seniority," for the purposes of the ACLT bidding process, will be defined as experience in MCC's ACLT program. In the event of a tie in any given semester, seniority will be determined by the process described in 3.
3. Provided that the responsibility for conducting the bidding process has been delegated by the Dean, full-time English and Reading faculty will bid on Academic Literacy (ACLT) courses following the process described below. If the Dean does not delegate this responsibility, the bidding process described below will still be followed under the Dean's supervision.
 - a. All English and Reading instructors are eligible to teach in the Academic Literacy (ACLT) Program provided they have completed the integrated reading and writing pedagogy/methodology training (or agree to complete it prior to the term in which they will teach ACLT) and have agreed to the collaboration requirements of the program prior to bidding (including, for example, shared rubrics, texts, discussion of assignments, and participation in ACLT faculty meetings).

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- b. The ACLT Committee will consult the ACLT teaching history and seniority list, which will follow the rules described in c-j below, to determine who has priority to teach each course.
- c. If a seminar-status ACLT course is scheduled, the instructor who proposed it has priority to teach it both times it is offered as a seminar. If the instructor wants to teach the content of the seminar a third time, s/he must offer it as a new course, following the usual Divisional and CPSC procedures for approval.
- d. The course developer(s) has first-tier bidding priority to teach a new course the first three (3) times it is offered as a course, and the new course becomes the instructor's first choice in the course selection process.
- e. For each tier of bidding priority described below, Reading faculty who wish to teach an ACLT section participate in the first round of ACLT bidding, choosing one section apiece. English faculty participate in the second round, choosing one section apiece. The order of bidding continues to rotate in this fashion until there are no more bidders.
- f. The second tier of bidding priority consists of faculty (other than the course developers) who have completed training, but have not had the opportunity to teach a specific ACLT course for two consecutive semesters.
 - i. If more than one instructor (from either or both disciplines) falls into the "second bidding priority" category, a coin toss will determine the bidding order.
 - ii. In the event that multiple instructors fall into the "second bidding priority," the ACLT Committee will draw names from a basket to determine bidding order. If an instructor relinquishes the choice to teach ACLT that second consecutive time, s/he loses that priority.
- g. The third tier of bidding priority consists of eligible (see B3a) faculty who would be teaching in the program for the first time or coming back to the program after at least one Fall or Winter semester away. If more than one instructor falls into the "third bidding" category, the instructors will bid in order of ACLT seniority. One exception: If some new instructors have completed the training already, and others will complete it prior to the beginning of the term on which they are bidding, those who have

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completed the training already will have bidding priority over those who have not completed the training.

- i. In the event of a tie in ACLT seniority, the process described in B.3.e will be followed.
- h. The fourth tier of bidding priority consists of faculty who have taught a specific ACLT course for more than two consecutive semesters. (“Consecutive” can include a Spring/Summer gap. An instructor who teaches ACLT in the Winter and then in the Fall has taught two consecutive semesters). If more than one instructor falls into the “fourth bidding priority” category, the instructors will observe a rotation of bidding priority, initially based on ACLT seniority. After each semester’s bidding, the instructor who was at the top of the fourth tier will move to the bottom of the list. When instructors move from the second tier of bidding priority to the fourth tier, they will enter at the bottom of the list.
- i. If ACLT sections still remain unstaffed, the instructor at the top of the second tier of bidding priority will have the first opportunity to select a second ACLT section; s/he can pass if s/he does not want a second ACLT section or finds the timing of the section undesirable. The passing of the opportunity would then continue down the list of third-tier faculty, then fourth-tier, then first-tier.
- j. If there are any unstaffed ACLT courses after full-time faculty bidding, adjunct and part-time faculty can bid on an unstaffed section in accordance with their preference points, provided they agree to complete the program-specific training and have agreed to the collaboration requirements of the specific program prior to bidding.
4. Once the priority list has been determined and shared with all faculty on the list, the ACLT Committee (cc:ing the Dean) will conduct bidding by email (with a deadline for responses), following the priority list.
5. The ACLT Committee will send an email message to all Full-time English and Reading faculty (cc:ing the Dean), notifying them of the results of this bidding process, prior to the Composition and Reading Coordinators’ scheduling meetings.

Approved by Humanities Division at the February 2017 Division Meeting

22 yes
0 no