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Chapter 1 Mission, Vision, and Values of Howard Community College

Mission and Vision

Howard Community College (HCC) is a dynamic institution, characterized by a long history of innovation and commitment to excellence in teaching and service. Since the college's beginning in 1966, its mission, consistent with that of the community college concept, is to serve the community and its learners, to value their diversity, and to provide the academic and developmental environment to help students reach their goals.

All academic divisions are committed to maintaining up-to-date programs and curricula. Division chairs and faculty continually study and assess their disciplines in order to remain aware of academic and industry needs. HCC is strongly committed to outcomes assessment as an effective means of improving student learning, and the process contributes to program effectiveness. New programs and emphases are instituted according to need. Programs are also deleted when no longer viable.

In order to insure that all stakeholders have access to learning opportunities that best fit their needs, HCC offers a variety of flexible learning options in addition to traditional classroom instruction. Distance learning methods include online courses, telecourses, teleweb courses, campusweb courses, and interactive TV courses. HCC offers three associate degrees, General Studies, Liberal Arts, and Business Administration, that can be earned entirely online as well as a variety of on-going online noncredit classes. Other flexible learning options include weekend college fast track courses and group tutoring.

Howard Community College's mission and vision statements form the basis for establishing the college's strategic initiatives and the subsequent goals, objectives, and action plans of the college. The vision and mission statements are circulated to employees, students, and the community to increase awareness of the college's direction and commitment.

Mission Statement:

Howard Community College creates an environment that inspires learning and the lifelong pursuit of personal and professional goals. The college provides open access and innovative learning systems to respond to the ever-changing needs and interests of a diverse and dynamic community. As a vital partner, HCC is a major force in the intellectual, cultural and economic life of its community.

Vision Statement:

Howard Community College is a dynamic, creative learning community that strives to meet challenges by providing innovative solutions leading to learning breakthroughs for all students. We are dedicated to establishing strong student and community connections and to working together to stimulate students, faculty, and all members of our learning community to develop their talents and to discover their greatness.

Values and Beliefs

At Howard Community College we value **Education** and we believe:

- That providing lifelong learning and personal development opportunities are the primary objectives of the college.
- In open admission and access for all.
- In an innovative and comprehensive college that offers high-quality instruction, establishes high institutional standards and strives for excellence in a wide range of educational opportunities.

At Howard Community College we value **Students** and we believe:

- That commitment to students is our primary focus.
- That the achievements, talents and diversity of our students contribute significantly to our community.
- That it is the right and the responsibility of students to take an active role in the learning process to make their educational experiences productive.
- In honesty and integrity in the teaching, learning and advising process.
- In finding ways to help all students succeed, at this institution or elsewhere, through the objective evaluation of their skill and abilities.

At Howard Community College we value **Our Employees** and we believe:

- That it is the right and responsibility of all employees to take an active role in their professional development in order to continue to achieve institutional excellence.
- In an inclusive, college-wide decision making process.
- In recognizing the value and expertise of our employees, fostering mutual respect and supporting their rights.
- In a supportive environment, which helps employees meet the challenges of work/life balance.
- In equal employment opportunities.

At Howard Community College we value **Our Community** and we believe:

- In responsible fiscal management of our resources from local and state government, from tuition and fees, and from private donors and we strive to maintain the trust of all our supporters.
- In contributing to the educational, economic, workforce, social, and cultural development of Howard County and its surrounding regions.
- In providing diverse and inclusive programs and support for all constituencies of our community respecting differences in age, gender, sexual orientation, race and religious or ethnic backgrounds.
- In providing our community with a global perspective, and including that perspective in our educational offerings and opportunities.

At Howard Community College we value **Freedom and Fairness** and we believe:

- In academic freedom, freedom of speech, and the free exchange of ideas.
- In upholding academic integrity and honesty.
- In equal rights, equal access and equal treatment.
- In the value of diversity and encourage its celebration.

Chapter 2 Faculty Appointments and Employment

Initial Faculty Appointments

All full-time appointments to the teaching faculty shall be governed by the minimum qualifications for each respective faculty rank. Assignments of rank are recommended by the Vice President of Academic Affairs to the President. The following are guidelines that will be used in the determination of rank:

- Assistant Instructor** Bachelor's degree or its equivalent in related experience.
- Instructor** Master's degree or its equivalent in related experience. Some teaching experience is desirable.
- Assistant Professor** Master's degree or its equivalent in related experience. A minimum of three years of successful college teaching experience or directly related industrial or business experience is required. Evidence of experience in curriculum development, and evidence of participation in professional development activities are required.
- Associate Professor** Master's degree or its equivalent in related experience. (A minimum of a bachelor's degree is required except in highly extraordinary circumstances.) Additional evidence or professional improvement, preferably further graduate study in the appropriate field is required. A minimum of six years of successful college teaching experience or directly related industrial or business settings and evidence of experience in the systematic development, implementation and evaluation of curriculum is required.
- Professor** Master's degree or its equivalent in related experience. Doctorate or equivalent is highly desirable, and evidence of extensive professional improvement, usually further graduate study in an appropriate field, is required. A minimum of ten years of successful college teaching experience or directly related industrial or business experience is required. Evidence of extensive experience in the systematic development, implementation, and evaluation of curriculum is required. The rank of professor will only be assigned in very exceptional circumstances.

In unusual circumstances, the Vice President of Academic Affairs may consider other factors in the determination of rank.

Salary Schedules

TEN-MONTH FACULTY SALARY SCHEDULE

RANK	SALARY RANGE		
	Minimum	Midpoint	Maximum
Full Professor	\$54,479	\$68,599	\$82,718
Associate Professor	\$48,433	\$59,979	\$71,524
Assistant Professor	\$43,058	\$52,451	\$61,844
Instructor	\$39,030	\$46,501	\$53,972
Assistant Instructor	\$34,032	\$40,134	\$46,236

Faculty Beginning Salary Levels

The method of establishing salary at the time of appointment should be consistent with the experience and training of each selected candidate.

A faculty member is assigned rank by the criteria stated for initial appointment. If the candidate is minimally qualified for the rank, he/she usually receives the minimum beginning salary at that rank as contained in the salary range schedule. Additional compensation beyond the minimum salary level for the given rank may be awarded for experience and training above minimum requirements for the rank as follows:

1. Each year of full-time post-secondary teaching experience in the discipline to be taught at Howard Community College beyond that used to meet minimal rank criterion may result in a \$750 increase in the beginning salary.
2. Each year of full-time secondary teaching experience in the discipline to be taught at Howard Community College beyond that used to meet minimal rank criterion may result in a \$375 increase in the beginning salary.
3. Each year of full-time, directly related experience in industry or military service may result in a \$750 increase in the beginning salary.
4. Each year of full-time, related experience in industry or military service may result in a \$375 increase in the beginning salary.
5. An earned doctorate prior to appointment will increase the beginning salary by \$750. \$750 will be granted if doctorate is earned during the time of HCC employment.
6. Part-time employment is normally not considered for the purpose of salary placement. It may be considered only when it is extensive. It will be equated to a full load (30 credits = 1 yr.) and initial salary will be increased by \$375 per equated year.

No appointee's salary may exceed the budgeted funds for the approved position. The Vice President of Academic Affairs recommends salary placement to the President and may, in unusual circumstances, consider other factors such as availability of personnel in a specific discipline.

Chapter 3 Merit Achievement Plan (MAPs)

Faculty Responsibilities

Howard Community College was founded to provide opportunities for higher education to a broad range of students.

The educational program has three major objectives:

1. To help the student grow in his/her ability to live effectively in this complex society.
2. To provide students with access to enriched and expanded lives.
3. To provide the foundations for transfer students or to prepare the student for occupational proficiency.

In such an institution, basic commitment to the development of students through quality teaching and effective advising or related activities is of primary importance. A broad approach to student development and to addressing the needs of a diverse student population is the major responsibility of every instructor.

Faculty are evaluated based on performance in these areas:

- I Teaching
 - A. Class Load
 - B. Office Hours
 - C. General Teaching Responsibilities
 - D. Institutional Student Outcomes

- II College Responsibilities
 - A. Routine Responsibilities
 - B. Major College Responsibilities

- III Instructional Improvement
 - A. Teaching and Learning Improvement
 - B. Professional Development
 - C. Program Development (Optional)

Howard Community College is committed to maximizing student learning and success. To accomplish this goal, all faculty are expected to perform at a meritorious level. The expectations for meritorious level performance are as follows:

Teaching Responsibilities

A. Class Load

Each faculty member is expected to teach 14 - 16 units per semester. Over the course of two consecutive years, a faculty member is expected to average 30 units per year. When administrative or other duties are assigned beyond the normal work load expectations, a class load reduction may be granted by the Vice President of Academic Affairs.

Units are calculated as follows:

1 credit hour	=	1.00 units
1 nursing clinical hour	=	1.00 units
1 lab hour	=	.75 units
1 team hour	=	.75 units ¹
1 large class credit hour	=	1.50 units ²
Linked class	=	Additional 1.00 unit

¹ This assumes that each member of the team is in the class at least 50% of the time. The unit value may be more or less depending on the time commitment of the team members.

- ² Large classes must be approved by the Vice President of Academic Affairs. The unit value may be more or less than 1.5 depending on the nature of the class. A large class is normally 45 or more students.

Unique Credits:

Every attempt will be made to ensure that no faculty member teaches more than 9 unique credits in a semester. When possible, only 6 or 7 unique credits will be assigned. When a faculty member is required by the division chair to teach 12 or 13 unique credits, this will constitute a full class load (15 units) for the semester. Only under the most unusual circumstances would a faculty member be expected to or be permitted to teach 4 unique preps on a regular basis.

Every attempt will be made to ensure that no faculty member teaches more than 18 unique credits a year. When a faculty member is required by the division chair to teach more than 18 unique credits in a year, a decision will be made by the Vice President of Academic Affairs as to whether an additional course load reduction will be awarded.

B. Office Hours

Faculty are expected to maintain at least five office hours scheduled over at least four days per week.

When teaching through alternate instructional delivery systems, equivalent means of maintaining student contact are permissible. Such arrangements should be clearly delineated and communicated to students.

C. General Teaching Responsibilities

Faculty are expected to demonstrate quality teaching by:

- a. clearly communicating to students at the beginning of a course what they are to learn (course descriptions, syllabi, the grading system, and the learning objectives, attendance policy etc.).
- b. promoting effective student learning through assignments and class activities including the use of a variety of instructional techniques designed to meet student needs, promoting active and independent learning, and promoting higher-order thinking.
- c. treating students with respect and being responsive to their needs.
- d. holding classes at the scheduled time for the full period, except for emergency situations.
- e. maintaining accurate attendance scholastic records and submitting required reports to meet deadlines, including submission of final grades by the published deadline.
- f. teaching evening classes as part of regular load when assigned and at least once every two years within the needs of each division.
- g. conducting assigned classes in accordance with the catalog and course description and objectives for the course.
- h. developing methods of assessing student learning as specified in the objectives and providing feedback to students in a timely manner.
- i. preparing, ordering, and updating normal classroom materials (including new textbooks) in accordance with established deadlines, including routine handouts, audiovisual equipment, library materials, bibliographies, reading lists, textbooks, software etc.
- j. completing administrative duties in accordance with the administrative job description when assigned in lieu of a full teaching load.

D. Institutional Assessment of Student Outcomes

Faculty are expected to participate in the development and implementation of plans to measure student learning. These measures will be focused on learning in course, particular programs or the total educational program of a student and will include measures of value-added and comparisons with national and/or regional data. If deficiencies are found, faculty are expected to participate in program or course modifications designed to improve student learning in the areas of deficiency. As needed by the Division, the faculty will participate in approved learning outcomes assessment projects.

College Responsibilities

A. Routine Responsibilities

Faculty are expected to attend and actively participate in meetings, keep informed, respond promptly to requests for information, participate in commencement ceremonies and other significant institutional events, work cooperatively, respectfully, and effectively with peers, support staff, and administrators, use appropriate communication channels, carry out other tasks vital to the institution. These activities normally take 60 hours yearly.

B. Major responsibilities

Faculty are expected to spend around 80 hours yearly on activities selected from the following list:

- a. Academic advising
- b. Coordination of part-time faculty
- c. Program development and maintenance including advisory committees, student programs, recruitment, developing brochures etc.
- d. Serving on college committees, including search committees
- e. Participating in community activities
- f. Advising student groups
- g. Serving as a mentor or peer partner consultant
- h. Presentation of staff development programs
- i. Other activities of benefit to the division or college, including assigned administrative responsibilities

Every effort will be made to let faculty select activities from this category. However, once every three years the faculty should participate in some college wide activity or community service. Also, the division chair may need to make specific assignments in order to ensure that the work of the division and college can be accomplished. This may include assignment to special projects of no more than 20 hours in length. When possible, special projects beyond 20 hours will be assigned as negotiated projects.

Instructional Improvement

Faculty are expected to spend around 140 hours per year in a combination of teaching improvement, professional development, and program development activities. Both professional development activities and a teaching improvement project must be completed each year. Program development activities are optional depending on the needs of the individual faculty member's program. **Every three years (or the equivalent in multiple years) a substantial portion of the time in this category should be spent in professional development activities designed to update knowledge and skills and must involve significant off-campus activities.**

A. Teaching and Learning Improvement

A teaching and learning improvement project with a feedback component is required each year. Although not all teaching improvement activities in this category require a feedback component, at least one activity each year must include a feedback component.

Examples of teaching and learning improvement activities:

- a. major revisions of existing materials
- b. development of new materials
- c. teaching assessment projects
- d. classroom research
- e. peer partnership project
- f. a specially designed project
- g. projects involving new uses of technology

Student ratings and other information about teaching will be used to determine the type of teaching and learning improvement project that a faculty member may select.

If student ratings on the three summary ratings of the IDEA Student Evaluation System are at least average and assuming that the division chair has no additional negative information about the quality of instruction, faculty may select the type of teaching and learning improvement project or projects to be completed. At least one project must include a feedback component on how effective the project was in improving learning. Only a brief summary of the project and results are required to be submitted for evaluation as part of the Faculty Annual Plan and Summary.

If student ratings on the three summary ratings of the IDEA Student Evaluation System are below average or if the division chair has other documented information leading to concern about the quality of instruction, the faculty member and division chair will complete an analysis and interpretation of student evaluation data and other data to determine whether an improvement is needed in specific areas. If the division chair concludes, based on the analysis of all available data, that improvement is needed in a specific area, the faculty member must develop and implement a project designed to improve teaching and learning in this area. The project must include a significant data collection component designed to gain information on the problem or to measure improvement in the area. The summary submitted for evaluation will be more extensive (usually a minimum of 5 pages) and will include a description of the improvement project, relevant data and an analysis of the data, and samples of appropriate materials.

In cases where a faculty member has been granted a course load reduction of fifty percent or more to perform administrative duties, the improvement project in this category might, with the approval of the Vice President of Academic Affairs, be a project designed to improve the division or other area to which the administrator is assigned. In determining the type of project, the Vice President of Academic Affairs will consider student evaluations, evaluations by staff, and other evidence related to the quality of instruction and the quality of administration and leadership in determining the type of project to be completed.

B. Professional Development

Participation in professional development activities is required each year. Every third year (or the equivalent in multiple years) a substantial portion of the time in the instructional improvement category should be spent in professional development activities designed to update knowledge and skills and must involve significant off-campus activities.

In the area of professional development faculty may select one or more of the following

- 1) Attending conferences, seminars, or workshops
- 2) Writing articles or books
- 3) Graduate study or other relevant courses
- 4) Internships or clinical practice
- 5) Performing/Exhibition
- 6) Practical work in technical fields
- 7) Participating in a peer partnership project
- 8) Reading current professional journals and books
- 9) Reviewing articles or books for publishers or publication
- 10) Participating in organized professional discussions with other faculty
- 11) Other projects agreed upon between the faculty member and division chair.

(In the year of significant professional development, no more than fifty percent of staff development activities can be chosen from numbers 8, 9, and 10)

C. Program Development

This category is not required, but faculty may choose to use a portion of the 140 hours in the Instructional Improvement category to develop and maintain programs based on need in existing and proposed programs.

Procedures and Time Line for Evaluation of Faculty Performance

(If the date falls on a weekend or holiday, the next “business day” will take precedence.)

Apr 15 - Sep 15 **Submission of Plan for Following Year**

Faculty provide division chair with brief list of plans for the next year in each area of responsibility, using the Faculty Annual Plan and Summary form. The division chair will discuss the plan with the faculty member and will notify the faculty member of approval of the plan or of suggested modifications. If the faculty member and division chair can not reach agreement on the plan, the Vice President of Academic Affairs will resolve the dispute. A faculty member may, with the approval of the division chair, alter the plan at anytime during the year as circumstances change. The division chair might also have to request changes in the plan in the area of college responsibilities if circumstances in the division change.

Dec 1 - Feb 15 **Interim Evaluations**

The division chair will schedule an interim evaluation with the faculty member to determine whether progress on the plan is satisfactory. If progress is not acceptable, the division chair will notify the faculty member in writing by January 30 and request that the faculty member submit by February 15 a plan to improve in the areas of concern. If a faculty member is on a 1-year contract and no contract is to be issued for the next year, faculty will be notified by January 30.

Apr 15 - May 15 **Submittal of Faculty Annual Summary**

Faculty submit to division chair the Faculty Annual Plan and Summary with appropriate materials attached. Faculty who are completing projects in courses during the Spring semester may submit projects on May 16; all others are due April 15.

Apr 15 - Jun 5 **Evaluations Completed and Conferences Held**

Division Chairs will complete final page of Faculty Annual Plan and Summary, assign a performance rating, and schedule evaluation conferences with faculty.

Jun 15 **Contracts for next Year Due to Faculty**

Criteria for Performance Ratings for Faculty

Division chairs will review the Faculty Annual Plan and Summary and any attached materials, student evaluations, classroom observations by the supervisor (a minimum of one every other year¹), student comments, and other appropriate information in assigning performance levels as follows:

Faculty Performance Levels

Outstanding

Faculty members must receive an Excellent performance evaluation to be eligible for consideration for an Outstanding performance level. For this highest performance level, the faculty member must document significant accomplishments related to the mission, goals and objectives of the institution and the initiatives and priorities of the instructional unit's core work. The focus will be on the scope and

¹ Probationary faculty are expected to be observed twice during year one and once during years two and three.

depth of the accomplishments. This level is recommended by a division chair for accomplishments greatly exceeding expectations in instructional excellence and/or the accomplishment of instructional initiatives in the following areas:

- Supervisor observations and evaluations, self-evaluations, peer input and feedback, and student evaluations.
- Learning improvement and/or learning outcomes assessment projects
- Curriculum, program, and course design or development.
- Development and application of flexible, innovative learning options, or multiple delivery systems
- Guidance and assistance of students in the completion of programs, certificates, or courses.
- Advancement of institutional strategic initiatives in areas outside of the classroom.

In any of the above areas, scholarly, professional, research, or creative activity, as well as community service or development could also be considered, if the accomplishments reflect a high level of discipline-related expertise, break new ground, and have significance or impact to the institution.

Division chairs will produce a summary report at the end of each college year summarizing the activities and outcomes that qualified faculty for the Outstanding level.

Resulting Contract Agreement

2-year continuing contract with Outstanding level award.

Excellent

To be considered for the Excellent performance level, the faculty member must exhibit high quality performance on all of the faculty performance expectations outlined in FACULTY RESPONSIBILITIES in the areas of:

I. Teaching

- A. Class Load
- B. Office Hours
- C. General Teaching Responsibilities
- D. Institutional Student Outcomes

II. College Responsibilities

- A. Routine Responsibilities
- B. Major College Responsibilities

III. Instructional Improvement

- A. Teaching and Learning Improvement
- B. Professional Development
- C. Program Development (Optional)

Resulting Contract Agreement

2-year continuing contract with Excellent level award.

Acceptable

This rating will be given by chairperson where performance problems can be documented that are not significant enough for the rating of Needs Improvement and where the faculty member is striving to improve the problem. It may also be given where projects and activities are partially incomplete.

Resulting Contract Agreement

2-year continuing contract with Acceptable level award

Needs Improvement

This rating will be assigned when the chairperson has documented several minor problems or one serious problem in the faculty member's performance on the established faculty performance expectations.

Resulting Contract Agreement*

First Year	Needs Improvement	2-year continuing contract - no merit
Second Year	Needs Improvement	Second year of 2-year continuing contract - no merit
Third Year	Needs Improvement	Notification by January 30 of non-renewal of contract based on interim evaluation

*Probationary faculty will receive notification of final non-renewal by March 15 of the second year.

Unsatisfactory

This rating will be assigned when the chairperson has documented serious problems in a faculty member's performance on the established faculty performance expectations.

Resulting Contract Agreement*

Unsatisfactory If received while on a 2-year continuing contract:
1st year of 2-year continuing contract- no merit

Unsatisfactory If received while on second year of 2-year continuing contract:
Notification by January 30 of non-renewal of contract based on interim evaluation

*Probationary faculty will receive notification of final non-renewal by March 15 during the year when problems are documented.

Criteria for Performance Ratings for Assistant Instructors on Continuing Contract

Division chairs will review the annual summary report of the teaching or laboratory improvement project and any attached materials, student evaluations including comments, laboratory observations by the supervisor (a minimum of 2 in year one, one in year 2 and 3, and one every other year thereafter) student and senior faculty comments, and other appropriate information in assigning performance levels as follows:

PERFORMANCE LEVELS - (merit is guaranteed)

Outstanding Assistant Instructors who receive an excellent level performance evaluation may be nominated by a division chair to receive an award for exceptional accomplishments based on the major assistant professor responsibilities established for the meritorious performance level. The VPAA staff will review applications and recommend awards.

Resulting Contract Agreement - 2-year continuing contract with Outstanding level award

Excellent High quality performance on all the major assistant instructor responsibilities established for the meritorious performance level.

Resulting Contract Agreement - 2-year continuing contract with Excellent level award

Acceptable Negotiated agreement between chairperson and the assistant instructor to perform at a less than high but acceptable level of quality on all the major assistant instructor responsibilities established for the meritorious performance level but with an allowance for exemption of responsibilities up to 70 hours within area of instructional improvement. This performance level must be agreed upon by the chairperson and the faculty member prior to the academic year or during the year at least 30 days prior to the year end evaluation if extenuating circumstances arise. An assistant instructor may elect this performance level a maximum of one year out of every three years. This rating may also be given by a chairperson where performance problems can be documented that are not significant enough for the rating of Needs Improvement and where the faculty member is striving to improve the problem. It may also be given where projects and activities are partially incomplete. It may not be awarded in two consecutive years.

Resulting Contract Agreement - 2-year continuing contract with an Acceptable level award.

Needs Improvement The chairperson can document several minor problems or one serious problem in the assistant instructor's performance on the major assistant instructor responsibilities established for the meritorious performance level, and the assistant instructor did not negotiate an agreement or was not eligible to work at the Acceptable performance level.

Resulting Contract Agreement

First Year - Needs Improvement 2-year continuing contract - no merit

Second Year - Needs Improvement Second year of 2-year continuing contract- no merit

Third Year - Needs Improvement Notification by January 30 of non-renewal of contract based on interim evaluation.

Unsatisfactory The chairperson can document serious problems in an assistant instructor's performance on the major assistant instructor responsibilities established for the meritorious performance level.

Resulting Contract Agreement -

Unsatisfactory - If received while on 2-year continuing contract: Second year of 2-year continuing contract- no merit

Unsatisfactory - If received while on second year of 2 year continuing contract: Notification by January 30 of non-renewal of contract based on interim evaluation.

Procedures and Time Line for Evaluation of Assistant Instructors

* If the date falls on a weekend or holiday, the next "business day" will take precedence.

May - Sept 15 Submission of Plan for Following Year

Assistant instructors provide division chair with brief list of plans for the next year in each area of responsibility, using the Faculty Annual Plan and Summary for Assistant Instructors. Normally this document should be no more than one page. The division chair will discuss the plan with the assistant instructor and will notify the assistant instructor of approval of the plan or of suggested modifications. If the assistant instructor and division chair can not reach agreement on the plan, the Vice President of Academic Affairs will resolve the dispute. An assistant instructor may, with the approval of the division chair, alter the plan at anytime during the year as circumstances change. The division chair might also have to request changes in the plan during the year.

Dec 1 - Feb 15 Interim Evaluations

The division chair will schedule an interim evaluation with the assistant instructor to determine whether progress on the plan is satisfactory. If progress is not acceptable, the division chair will notify the assistant instructor in writing and request that the assistant instructor submit by February 15 a plan to improve in the areas of concern. If no contract is to be issued for the next year, faculty will be notified by January 30.

April 15 - May 15 Submittal of Annual Summary

Assistant instructors submit to division chair the Faculty Annual Plan and Summary for Assistant Instructors with appropriate materials attached. Faculty who are completing projects in courses during the Spring semester may submit projects on May 14; all others are due April 15.

April 15 - June 5 Evaluations Completed and Conferences Held

Division Chairs will complete the evaluation form for assistant instructors, assign a performance rating, and schedule evaluation conferences with faculty.

June 15 Contracts for next Year Due to Assistant Instructors

Assistant Instructor Responsibilities

Howard Community College was founded to provide opportunities for higher education to a broad range of students.

The educational program has three major objectives:

1. To help the student grow in his/her ability to live effectively in this complex society.
2. To provide students with access to enriched and expanded lives.
3. To provide the foundations for transfer students or to prepare the student for occupational proficiency.

In such an institution, basic commitment to the development of students through quality teaching and effective advising or related activities is of primary importance. A broad approach to student development and to addressing the needs of a diverse student population is the major responsibility of every instructor.

Assistant instructors are evaluated based on performance in these areas:

- I Teaching and Laboratory Work
 - A. Laboratory Hours
 - B. Other Hours Assigned by the Supervisor
 - C. General Teaching and Laboratory Responsibilities
 - D. Institutional Student Outcomes
- II College Responsibilities
 - A. Routine Responsibilities
- III Instructional or Lab Improvement
 - A. Teaching and Learning Improvement
 - B. Professional Development

Howard Community College is committed to maximizing student learning and success. To accomplish this goal, all assistant instructors are expected to perform at a meritorious level. The expectations for meritorious level performance are as follows:

Teaching and Laboratory Responsibilities

A. Laboratory Hours

Assistant Instructors will be assigned to work with students in the laboratory 24 - 28 hours per week, as determined by the supervisor.

B. Other Assigned Hours

The assistant instructor will work with the supervisor to determine additional assignments for 9½ - 13 ½ hours per week beyond the required laboratory hours based on the needs of the specific area.

C. General Teaching and Laboratory Responsibilities

Assistant Instructors are expected to perform the following duties as assigned by the division chair:

1. Maintain inventory of all laboratory equipment.
2. Maintain equipment in working order, including ordering and monitoring repairs.
3. Submit appropriate information pertaining to purchase and other budget requests.
4. Maintain laboratory, equipment, and supplies in an orderly manner.
5. Supervise work study students and study aids.
6. Gather and prepare instructional materials and supplies as requested by the senior faculty member or division chair.
7. Assist students with the utilization of laboratory equipment.

8. Assist with laboratory or course data collection and record keeping at the direction of the senior faculty member or division chair.
9. Assist students in use of laboratory and course materials applicable to the laboratory.
10. Provide instruction under the leadership of a senior faculty member and in accordance with general teaching responsibilities for faculty.
11. Assist in evaluating students by preparing, administering, and grading tests as directed by the senior faculty member.
12. Provide feedback to faculty and division chair on student performance and laboratory effectiveness and perform other duties necessary to ensure laboratory effectiveness.

D. Institutional Assessment of Student Outcomes

Assistant instructors are expected to participate in the development and implementation of plans to measure student learning. These measures will be focused on learning in the total educational program of a student rather than on learning at the individual course level and will include measures of value-added and comparisons with national and/or regional data. If deficiencies are found, faculty are expected to participate in program or course modifications designed to improve student learning in the areas of deficiency. As needed by the Division, the faculty will participate in approved learning outcomes assessment projects.

College Responsibilities

A. Routine Responsibilities

The assistant instructor provides support to senior faculty in the implementation and management of a learning program. He/she functions predominantly in a laboratory setting.

Assistant instructors are expected to: attend and actively participate in meetings, keep informed, respond promptly to requests for information, work cooperatively, respectfully and effectively with peers, support staff, and administrators, use appropriate communication channels, carry out other tasks vital to the institution.

The contract for assistant instructors is 10 months with 16.66 vacation days. Assistant instructors are not eligible for promotion.

Instructional Improvement

Assistant instructors are expected to participate in a combination of teaching or laboratory improvement and professional development activities. These activities are expected to take approximately 70 hours per year. A teaching or laboratory improvement project must be completed each year. Professional development should be included when necessary to update skills in areas related to laboratory duties. If required by Division Chair, the assistant instructor will also participate in relevant probationary faculty activities.

A. Teaching and Learning Improvement

A teaching or laboratory improvement project with a feedback component is required each year. Although not all teaching improvement activities in this category require a feedback component, at least one activity each year must include a feedback component.

Examples of teaching improvement activities:

- a. major revisions of existing materials
- b. development of new materials
- c. teaching assessment projects
- d. classroom research
- e. value-added projects,
- f. peer partnership project
- g. a project designed to improve laboratory operations

Student ratings and other information about teaching and laboratory operation will be used to determine the type of teaching improvement project that an assistant instructor member may select. Student ratings will only be used where applicable to the assigned duties.

If student ratings on the three summary ratings of the IDEA Student Evaluation System are at least average and assuming that the division chair has no additional negative information about the quality of instruction, assistant instructors may select the type of teaching or laboratory improvement project to be completed. At least one project must include a feedback component on how effective the project was in improving learning. Only a brief summary of the project and results is required to be submitted for evaluation as part of the Faculty Annual Plan and Summary for Assistant Instructors.

If student ratings on the three summary ratings of the IDEA Student Evaluation System are below average or if the division chair has other documented information leading to concern about the quality of instruction, the assistant instructor and division chair will complete an analysis and interpretation of student evaluation data and other data to determine whether a improvement is needed in specific areas. If the division chair concludes, based on the analysis of all available data, that improvement is needed in a specific area, the assistant instructor must develop and implement a project designed to improve teaching and learning in this area. The project must include a significant data collection component designed to gain information on the problem or to measure improvement in the area. The summary submitted for evaluation will be more extensive (usually at minimum of 5 pages) and will include a description of the improvement project, relevant data and an analysis of the data, and samples of appropriate materials.

B. Professional Development

Assistant instructors should participate regularly in on-campus professional development activities. Participation in other professional development activities is required when the division chair or the assistant instructor concludes that it is necessary to update skills in the areas of assigned responsibility.

In the area of professional development assistant instructors may select one or more of the following

- 1) Reading current professional journals and books
- 2) Attending conferences, workshops, or seminars
- 3) Graduate study or other relevant courses
- 4) Internships or clinical practice
- 5) Practical work in technical fields
- 6) Participating in organized professional discussions with other faculty
- 7) Participating in a peer partnership project
- 8) Other projects agreed upon between the assistant instructor and division chair.

AWARD OF CONTINUING CONTRACT

Assistant instructors are on probationary one-year contracts for the first three years of employment. They are expected to perform satisfactorily on all major responsibilities for assistant instructors. A two-year continuing contract will be awarded if the three probationary years are completed at the meritorious level.

The expected period of probation is three years but may be extended for up to two additional years. An assistant instructor must receive a meritorious rating for at least three years, including the final year, to receive a continuing contract. If an assistant instructor does not fulfill these requirements, he or she will be notified by March 15 of the fifth year that no additional contract will be granted.

Faculty Outcomes Assessment Bonus Program

Background

Since the inception of Howard Community College, faculty have engaged in unique activities designed to improve student learning. Unlike efforts at other colleges, these teaching and learning improvement activities are required as part of the merit system and have always required a feedback component.

In 1992, the Board of Trustees, in an effort to build on these unique faculty activities, asked that the faculty develop a more formal assessment of student learning to answer questions such as:

- How do HCC students compare to other college students in terms of student learning in various disciplines?
- Have the extraordinary efforts that HCC faculty have put into the learning process over the years resulted in improved learning?
- Which instructional strategies result in improved learning in terms of major course objectives?
- Can our graduates write, read, think, and compute at acceptable levels?
- Does our commitment to the investment in technology enhance learning?
- Which areas need additional resources to achieve acceptable levels of student learning?

Thirty outcomes assessment projects have been completed since 1992. Although some of the research designs have not been perfect as we have gone through the period of learning how to properly design projects, many have yielded meaningful data that faculty have used to improve courses and ultimately to improve student learning. In the process of working on these projects, faculty have worked collaboratively, rather than individually, resulting in sharing of ideas and “best practices” that has enhanced the process of improving courses.

The Board of Trustees believes that this is a very meaningful activity and that faculty deserve compensation beyond that provided in the current performance evaluation system. The Board believes that compensation should be provided for engaging in the processes of designing and implementing outcome measures and improving courses based on this data. In addition, they believe that faculty who invest effort into outcomes assessment projects that result in significant improvements in student learning should receive additional compensation.

Compensation may be cash awards, release time, extra travel funds, banked credit, equipment or supplies, or personnel to assist the faculty member. Funds may come to the division rather than the individual if all team members agree.

Compensation is optional. A faculty member may conduct outcomes assessment without submitting the project for compensation. In this case, the faculty member will continue to work with the Associate for Outcomes Assessment and need not follow the steps below.

A description of the three reward categories follows:

Year 1 Designing and Completing an Outcomes Assessment Project

1. Faculty (individual or teams) design an outcomes assessment project to measure learning related to all objectives in a course or to certain courses objectives which are of major importance to the course.

The project design should result in the identification of areas of strength and weakness in student learning. Bench marking of some type should be included where possible. This may be determined by comparing the performance of HCC students to other college students on normed tests, comparing HCC students to criterion-reference measures, analyzing HCC student performance using inside or outside experts, and other appropriate methods determined by the faculty member or faculty team.

2. The proposed project design, after being approved at the division level, is submitted to the Vice President of Academic Affairs for approval of the design.
3. After the project is approved by a committee of the Vice President of Academic Affairs, division chairs, and associate for outcomes assessment, and director of research, a grant is awarded to the faculty member(s) for implementation of the project as follows:

\$650 to a single faculty member or single team leader

-or-

\$450 if there are two team leaders

4. After the project is implemented and the data analyzed and recommendations for course improvements developed, a brief summary of the data and recommendations is submitted to the Vice President of Academic Affairs.
5. After the Vice President of Academic Affairs certifies that the project has been satisfactorily completed, analyzed and comprehensive plans for course improvement developed, final payment of the grant (for participating in the development of a plan to improve the course) is made as follows:

\$650 to a single faculty member or single team leader

-or-

\$450 if there are two team leaders

-and-

\$300 for each additional member of the team

Year 2 Redesigning the Course to Improve Student Learning

1. The faculty member(s) designs course improvements based on data collected in the outcomes assessment project and develops new course materials as necessary.
2. The faculty member(s) presents a brief summary of course changes and samples of any new materials to the Vice President of Academic Affairs.
3. The Vice President of Academic Affairs (and committee as described in Year 1 number 3) recommends an additional grant of up to a total of \$5,000 for the team based on the number of full-time faculty involved, the extent and complexity of course revisions, new materials developed and on the potential number of students who will be impacted by the changes. It would be reasonable to expect that a single individual involved in a project would receive no more than \$1500 and that no member of the team would receive less than \$500. For teams involving larger numbers of faculty, up to the \$5,000 maximum could be divided among the team members.

Year 3 Evidence of Improved Student Learning

1. After implementing appropriate course changes, the faculty member(s) re-administers the assessment instrument or activity as specified in Year 1 and submits a brief summary of the

results to the Vice President of Academic Affairs. At the end of year 3, the team leader will prepare a project abstract for the Teaching and Learning Institute Web page.

2. If results show significant improvements (as defined in the research design), a bonus will be awarded of up to a total of \$4,000 for the team based on the number of full-time faculty involved, the degree of improvement in student learning, the number of students affected, and the reliability of the results and other factors. It would be reasonable to expect that a single individual involved in a project would receive no more than \$650 and that no member of the team would receive less than \$400, assuming results show significant improvements in learning. For teams involving larger numbers of faculty, up to the \$4,000 maximum could be divided among the team members.

Other Conditions

Course changes and reassessments can be implemented multiple times until results yield improvements that are appropriate for submission to the Dean.

Fifty percent of the time involved in the project may be included in a faculty member's annual MAP or promotion project.

In unusual circumstances where course development requires extraordinary amounts of time and effort (e.g. development of significant multimedia materials), a faculty member(s) may apply for additional summer grants.

Division chairs who participate actively in any phase of a project may receive \$500 for each of Years 1 through 3. The division chair will write a brief description of his or her participation in each phase of the project and submit it to the Associate for Outcomes Assessment for comment by May of each year. The Associate for Outcomes Assessment will submit it to the Vice President

Chapter 4 Promotion

Promotion

The Board desires to recognize the significant efforts of its faculty which directly assist the College in accomplishing its goals and objectives. The College shall provide professional recognition and reward for faculty members who have achieved a prescribed level of self and institutional development. A program of promotion shall be developed, based upon evidence that the faculty member has assisted the College through his/her personal and professional efforts in achieving its goals and overall mission. The Board has authorized the College administration to conduct such a program of faculty promotion.

TEACHING FACULTY

Faculty promotion shall be based upon the following criteria:

1. Length of service
2. Yearly meritorious performance in the areas of teaching, college responsibilities, and instructional improvement.
3. Course or program development projects required for promotion.
4. Evidence of quality teaching during the promotion period.
5. Special professional development activities when required for promotion.
6. Educational qualifications.

The President shall present to the Board for their consideration all members of the faculty who have been recommended for promotion by the Vice President of Academic Affairs. All decisions and recommendations concerning a faculty member's qualifications for promotion are subject to established grievance procedures. If a faculty member is denied promotion at any level, he/she shall be given the reasons for such in written form.

Requirements for Promotion to Assistant Professor

1. Master's degree or equivalent in related experience.
2. 3 years at instructor level at Howard Community College.
3. 3 years at meritorious levels (excellent or outstanding) of performance including the year of promotion.
4. Satisfactory completion of all activities required of probationary faculty at the meritorious performance level (See Merit Achievement Plan).
5. Demonstrated evidence of quality teaching based on an analysis of student evaluations, supervisor observations, and other appropriate evidence.

Probationary faculty who meet the requirements stated above will be promoted to the rank of Assistant Professor at the end of three years. An additional two years may be used to complete the requirements when necessary. If all requirements are not met, the faculty member will be notified by March 15 of the fifth year of non-renewal of contract.

Compensation for promotion to assistant professor: \$1000 + 2% of current base salary

Requirements for Promotion to Associate Professor

1. Master's degree or equivalent in related experience. (Experience may not be substituted for a bachelor's degree except in highly extraordinary circumstances.)
2. 3 years at the assistant professor level at Howard Community College.
3. 3 years at meritorious level of performance during the promotion period and including the year of promotion.
4. Significant course or curriculum improvement project that strives to improve student learning including these elements:
 - a. Evidence of innovation
 - b. Design and implementation of the project
 - c. Evaluation of the project, including the collection of data.

Up to fifty percent of the work on this project may be included under the Instructional Improvement category described in the Merit Achievement Plan.

In some situations, the division chair may approve a substitute project related to program improvement or institutional enhancement. If a substitute project is approved for promotion to associate professor, it will not be approved for promotion to full professor.

5. Probationary faculty must also complete all activities required of probationary faculty (or the equivalent as approved by the Vice President of Academic Affairs).
6. Demonstrated evidence of quality teaching based on an analysis of student evaluations, supervisor observations, and other appropriate evidence.

Compensation for promotion to associate professor: \$1000 + 3% of current base salary

Requirements for Promotion to Full Professor

1. Master's degree or equivalent in related experience.
2. 4 years at the associate professor level at Howard Community College.
3. 4 years at excellent level of performance during the promotion period and including the year of promotion.
4. Significant course or curriculum improvement project that strives to improve student learning including these elements:
 - a. Evidence of innovation
 - b. Design and implementation of the project
 - c. Evaluation of the project, including the collection of data.

Up to fifty percent of the work on this project may be included under the Instructional Improvement category described in the Merit Achievement Plan.

In some situations, the division chair may approve a substitute project related to program improvement or institutional enhancement. If a substitute project was approved for promotion to associate professor, it will not be approved for promotion to full professor.

5. Faculty will have participated in an approved outcomes assessment project during the promotion period.
6. Probationary faculty must also complete all activities required of probationary faculty (or the equivalent as approved by the Vice President of Academic Affairs).

7. Demonstrated evidence of quality teaching based on an analysis of student evaluations, supervisor observations, and other appropriate evidence.
8. Significant professional activity within the last four years prior to promotion, including external activities. This should total around 400 hours. (Up to fifty percent may be included in normal yearly expectations.) Examples are: graduate courses, internships, community activities using professional skills, selective publications, selective presentations at national conferences, exhibits and performances. Compensation for promotion to full professor: \$1000 + 4% of current base salary.

Promotion Procedures and Time Line

- Jun 15** Faculty member submits to the division chair a notice of intent to begin the promotion process. The faculty member will include a description of the proposed promotion project and, when applying for promotion to full professor, a description of planned professional development activities.
- Sep 15** Promotion project proposals due to division chair. The VPAA staff reviews all proposals and notifies the faculty member of approval of the proposal or of necessary modifications. The faculty member may resubmit the proposal for approval at any time prior to October 1.
- Oct 15** Final approval of projects by the Vice President of Academic Affairs.
- Mar 1** Final documentation of completed promotion projects submitted to by the faculty member to the division chair. This will include:
- A copy of the original approved promotion plan.
 - A 100 word statement to be used at Convocation.
 - An overview delineating how the project satisfies all the listed requirements.
 - If credit for any part of this project was awarded in Maps, Summer Faculty Development Grants, etc.
 - Relevant project materials.
- Mar 15** Division chair submits projects to the Vice President of Academic Affairs, recommending either approval or denial of promotion. The division chair will notify the faculty member in writing of the recommendation made to the VPAA. If the division chair recommends denial of promotion, reasons for the denial will be provided.
- Apr 1** Vice President of Academic Affairs notifies the President of all members of the faculty who are recommended for promotion. The VPAA will notify the faculty member in writing of the recommendation made to the President. If the VPAA recommends denial of promotion, reasons for the denial will be provided. If the faculty member wishes to appeal the VPAA decision, established grievance procedures should be followed.
- May** The President presents the recommendations for promotion to the Board of Trustees. The faculty member will be notified in writing by the President of approval or denial of promotion by the Board of Trustees. If the Board denies promotion, reasons for the denial will be provided.

Chapter 5 Requirements for Promotion and Continuing Contract for Probationary Faculty

Requirements for Promotion and Continuing Contract for Probationary Faculty

Faculty members hired at the rank of instructor will receive a two-year continuing contract and will be promoted to the rank of assistant professor after three years of performance at the excellent level.

Faculty members hired at ranks higher than instructor will receive a two-year continuing contract after three years of performance at the excellent level. Those faculty seeking promotion must follow the guidelines for promotion for the rank they are seeking. Faculty members hired at ranks higher than instructor are not required to immediately initiate a promotion project and are strongly encouraged to consult with the division chair regarding the timing and content of potential promotion projects.

The expected period of probation is three years but may be extended for up to two additional years during which the faculty member is expected to assume full responsibilities of faculty members. A faculty member must receive a meritorious rating for at least three years, including the final year, and fulfill requirements for probationary faculty to receive a continuing contract. If a faculty member does not fulfill these requirements, he or she will be notified by March 15 of the year in question that no additional contract will be granted.

Faculty members who are hired to begin teaching in January or at other times during the academic year will begin fulfilling the formal requirements of the probationary period at the beginning of the next academic year in August. Faculty members who are hired to begin teaching in January are required to attend mandatory orientation activities and are invited to participate in all college professional development offerings.

Faculty members who are hired on a "Temporary, Full-Time" basis are required to attend mandatory orientation activities and are invited to participate in all college professional development offerings.

Probationary faculty are expected to assume all faculty responsibilities as previously outlined over the course of the probationary period as determined by the division chair. Other unique responsibilities are outlined below.

First Year Probationary faculty are expected to:

1. Conduct student evaluations in all sections of all courses during both semesters.
2. Discuss classroom observations with the division chair during each semester.
3. Attend and participate actively in all new faculty orientation sessions.
4. Observe senior faculty in the classroom.
5. Work with a faculty mentor.
6. Assume major college responsibilities to equal 20 hours for instructor or 40 hours for other ranks.

Second Year Probationary faculty are expected to:

1. Conduct student evaluations in all sections of all courses during both semesters.
2. Discuss classroom observations with the division chair during at least one semester.

3. Attend and participate actively in all new faculty orientation sessions.
4. Assume major college responsibilities to equal 40 hours for instructor or 80 hours for other ranks.
5. Engage in significant instructional improvement initiatives and division projects which may include the development of new courses and new program offerings.
6. Attend in-house professional development programs and participate in other professional development activities for a total of approximately 30 hours in addition to special activities for probationary faculty.
7. Participate in a peer partnership project or Year 2 Faculty Learning Community initiative.

Third Year Probationary faculty are expected to:

1. Complete a Teaching Assessment Project or a formal Teaching Portfolio Project.
2. Attend in-house professional development programs and participate in other professional development activities for a total of approximately 50 hours in addition to special activities for probationary faculty. These activities should include some off-campus activities designed to improve knowledge and/or skills.
3. Conduct student evaluations in accordance with college policy for non-probationary faculty.
7. Discuss classroom observations with the division chair during at least one semester.
8. Assume major college responsibilities to equal 80 hours for all ranks.

Chapter 6 Academic Policies

Academic Freedom

Institutions of higher education exist for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. It shall be the policy of Howard Community College to maintain and encourage full freedom, within the law, of inquiry, teaching and research for all faculty.

Although academic freedom is fundamental to the rights of the teacher and the student, it carries with it related duties and responsibilities. The faculty member is entitled to freedom in the classroom in discussing subject matter but should be careful not to introduce controversial topics which are not related to the course. The faculty member is responsible for insuring that the course content includes material specified by the college in the course description and course objectives.

The college faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When speaking or writing as a citizen, the faculty member should be free from institutional censorship or discipline. However, the special position of the faculty member in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge the institution or the profession by statements made by individual faculty members. Therefore, accuracy, exercise of appropriate restraint and respect for the opinion of others should be displayed on- and off-campus. The faculty member should also make every effort to indicate that the opinions expressed are not necessarily those of the institution.

Academic Honesty

A. General Statement

Academic honesty is a matter of concern to everyone connected with Howard Community College. A clearly and carefully thought-out policy and set of procedures can guide students and faculty members toward the accomplishment of academic honesty. Communication of these procedures will be accomplished through the following sources:

1. All catalogues, class schedules and course syllabi will contain at least the statement:

"Academic honesty, as defined in the Student Handbook, is expected of all students."

B. Definition

1. *Academic Honesty* means the use of one's own thoughts and materials in the writing of papers, taking of tests and other classroom related activities. Any student intentionally aiding another student in any infraction of the academic honesty policy is considered equally guilty.
2. Students are expected to give full credit for the borrowing of other's words or ideas. Intentional or unintentional use of another's words or ideas without acknowledging this use constitutes plagiarism.

There are four common forms of plagiarism:

- a. The duplication of an author's words without quotation marks and accurate references or footnotes.
- b. The duplication of an author's words with footnotes or accurate references, but without quotation marks.
- c. The use of an author's ideas in paraphrase without accurate references or footnotes.

- d. Submitting a paper in which exact words are merely rearranged even though footnoted.
3. *Misrepresentation* is the submission of materials for evaluation that are not the student's own.
4. Unauthorized use of notes, copying, using another individual's materials, or prior knowledge of instructional materials during tests, quizzes, or other educational experience shall be considered a violation of the Academic Honesty Policy.

C. Penalties

As the college expects academic honesty, there must be procedures for dealing with intentional infractions of the Academic Honesty Policy.

1. *First Infraction*

For the first infraction of the Academic Honesty Policy the faculty member shall give the student an "F" or its equivalent on the paper or examination in question. This action could result in a final grade lower than it otherwise would have been. The appropriate division chair shall be informed of the infraction in writing and shall notify the Executive Vice President. The Executive Vice President will notify the student in writing of the consequences and implications of this infraction.

2. *Second Infraction*

A second infraction of academic dishonesty, either in the same course or in another course, will result in an automatic "F" in the course in which the second infraction incurred. The student will be dropped from the course and barred from further class participation. The appropriate division chair shall be informed of the incident in writing and will notify the Executive Vice President. The Executive Vice President will notify the registrar that the student is to receive an "F" grade for the course. The Executive Vice President will meet with the student involved and apprise the student of the implication of this second infraction.

3. *Third Infraction*

A third instance of plagiarism or any behavior involving an infraction of the Academic Honesty Policy will result in disciplinary action as determined by the Student Judicial Process.

Attendance

Regular class attendance is one of the most important responsibilities of each student. Although the college does not have a required attendance policy, instructors are encouraged to set their own attendance policies with appropriate penalties for violation. Attendance requirements must be clearly spelled out in the course syllabus and discussed with students in each class.

Observation of Religious Holidays

Religious holidays will occur during the year. Instructors are asked to be flexible with students wishing to observe such holidays. Please allow your students to make up missed work. Students should not be penalized for missing class on these holidays.

Class Cancellation

It is the expectation that faculty will conduct all their classes as scheduled. Classes would be canceled only in the case of emergency or with prior approval of the division chair.

In the case of emergency, contact the appropriate division chair or division office as soon as you become aware that you are unable to meet with your class. The faculty member should assist the division chair in

finding an appropriate substitute. An official class cancellation notice will be posted on the class door to notify students.

In the event that you wish to be absent from your class for other professional reasons, discuss this with your division chair as soon as possible. Provision of alternate faculty coverage should be decided with the division chair. It is important that the division chair and the division office be aware of such class changes so that student questions or concerns can be properly addressed.

Field Trips

Field trips required as part of a course must be approved in advance by the division chair, listed in the catalogue, and paid for by the college. Other field trips may be planned on a voluntary basis with individual students covering all costs. The course instructor is solely liable for all personal and professional responsibilities except as released in writing by the division chair and/or individual students.

The following regulations shall apply to all field trips:

1. Student cars shall not be used for group transportation.
2. All field trips should normally be scheduled to avoid conflict with other classes of participating students. If required field trips conflict with other classes, the instructor should make arrangements that do not penalize the student.
3. College automobiles may not be driven out of state in accordance with the Howard County risk management guidelines.

Final Exam Period

A final exam period is provided for each course, although the faculty member in consultation with the division will decide whether or not a final exam is administered. The final exam period falls within the fifteenth week of the fall and spring semester.

If a final exam is scheduled, the faculty member will notify students of this at the beginning of the semester and incorporate it within the grading practices published in the course syllabi. Please note that a special schedule exists for final exams and is pre-published in the semester schedule of classes. Final exams are not to be given at other than the pre-published times. A final exam is defined as a comprehensive test/assessment/project which reflects learning of content covering the predominant content of a course.

Grading

Final grades will be issued at the end of each semester. All grades earned will remain on the official transcript. A grade report form will be distributed prior to exam week each semester. Faculty must follow procedures for turning in grades within the prescribed time limits.

Letter grades earn quality points according to the following schedule:

<u>Grade</u>	<u>Standard</u>	<u>Quality Points Per Credit Hour</u>
A	Mastery of course objectives with outstanding quality of academic achievement.	4
B	Mastery of course objectives with high quality of academic achievement.	3

6-3

C	Mastery of course objectives	2	
D	Minimum passing grade (except for Developmental Courses, Nursing, Cardiovascular Technology, and Emergency Medical Services prerequisites and clinical coursework)	1	
F	Lack of mastery of course objectives	0	
P	Passing		None
W	Withdraw. This grade is given at the time of withdrawal--no later than the end of the tenth week of classes.		None
I	Incomplete. A temporary designation generally given only in an emergency situation such as illness which results in the student's inability to complete course objectives. A student must have successfully completed 75% of the course objectives, as determined by the instructor, for the "I" designation. This designation must be changed to a permanent grade other than "W" or "L" within a period of time determined by the instructor at the time the "I" designation is assigned. Normally the period to complete objectives shall not exceed the end of the seventh week of the next full semester or it will be converted to an "F" grade. A written agreement by the instructor specifying the necessary objectives and period of time within which they need to be completed shall be sent to the student with a copy to the student's permanent file.		None
L	The L grade is assigned only in developmental courses to students who have not mastered the course objectives due to individual learning characteristics. In order to qualify for an L grade, students must work with steady diligence, effort and near perfect attendance, and must show progress on course objectives. Students may be required to seek additional assistance beyond class sessions. The L grade is not computed in the students' grade point averages. Those who receive an L grade must re-register and repeat the developmental course.		None
N	Audit		None
NA	Never Attended. This grade is assigned to students who register for a course and do not report or participate within the first twenty percent of scheduled class sessions.		None

The total semester hours earned by a student are equivalent to the total of the credit hours for which a grade of "A", "B", "C", "D" or "F" was recorded. A student's quality point average (QPA) is calculated as follows:

$$\frac{\text{TOTAL QUALITY POINTS EARNED}}{\text{TOTAL SEMESTER HOURS EARNED}} = \text{QUALITY POINT AVERAGE}$$

Grades with the indication of "None" under Quality Points Per Credit Hour in the grade schedule are not used in computing the QPA. Grade records are maintained in the office of Records and Registration. An official transcript may be obtained for completed work by writing to the coordinator of records and registration. Students who have not met all of their financial obligations will have transcripts and grades withheld until such obligations are satisfied.

Course Development Guidelines

PHASE 1 COURSE OUTLINE/COURSE SYLLABUS

The COURSE OUTLINE is generic and not time specific. This course outline used for all sections of the course does not change significantly from semester to semester. There needs to be consensus among all full and part-time faculty teaching different sections of the course concerning the catalog description, general course objectives, and course outline. (Appendix A: Course Outline Guidelines)

It is the responsibility of the faculty to review and update course outlines and submit to the division chair, or their designee, as necessary on a yearly basis or each time the course is offered.

All new courses submitted to C&I must be developed through Phase I.

The COURSE SYLLABUS includes more specifics for the semester with dates of assignments and tests and a more detailed outline. The syllabus changes each semester and is often specific to the instructor teaching the course. Each course syllabus should fully describe the course so completely that a prospective student will be able to determine both the general content and the methodology used in the course. (Appendix B: Course Syllabus Guidelines)

PHASE 2 OBJECTIVES AND RELATED EVALUATION ITEMS

Behavioral objectives identify the student learning for the course. The course objectives are further delineated by the development of sub-objectives written for each unit and/or class. These objectives organize the learning sequence for the student. General resources and activities are described that support the student achieving the objectives.

A. Objectives and Learning Outcomes:

1. Determination of prerequisites, expected outcomes, levels of learning and course content will be made by the instructor. A rationale will accompany the selection of prerequisites.
2. Objectives will reflect higher levels of cognitive learning as appropriate to the course.
3. Show evidence of writing, computation, and thinking skills.
4. While it is not necessary to rigidly follow a format, course objectives will:
 - a. stipulate outcomes in terms of expected student behavior;
 - b. identify behavior which is observable/measurable;
 - c. identify behavior which is realistic and important to the course;
 - d. be subdivided into unit and/or class levels as determined appropriate by the instructor;
 - e. be clearly communicated or available to students;
 - f. be used as basis for course development (content, structure and selected learning experiences);
5. Objectives which are classified as *supplemental* or *enrichment* but not required, should be clearly designated as such.
6. The course objectives in most cases are used as the principal basis for collecting data to update the course or programs in Phase 3.

B. Evaluation Items

1. Evaluation or test items are matched to the course or sub-objectives to indicate the measures used to determine student learning.

2. The course is implemented as developed and data gathering begins to provide for the documentation used in Phase 3.

Phase 2 works well using the *Curriculum Manager* (TCM) Software System. This software is designed to allow faculty to input course objectives and tie them to evaluation items and other course materials. The software is available for use on the PC through the computer center.

PHASE 3 REVIEW OF TEACHING STRATEGY AND MAJOR ELEMENTS OF THE COURSE

The purpose of Phase 3 projects is to systematically review the objectives and teaching strategies for the course, implement changes as necessary, and to begin to collect data for evaluation in Phase 5.

- A. Review of the current teaching strategies and major elements of the course will:
 1. be gathered in an organized manner using numeric and/or descriptive methods.
 2. include quantitative data available through college sources or other data such as student success rates, demographics, course evaluations, grades achieved in developmental courses or prerequisites, classroom research, etc.
 3. be structured in a way appropriate to the information being gathered;
 4. result in revision when data indicates it is appropriate.
- B. Examine course objectives to support student learning by:
 1. Evidence of higher level objectives.
 2. Evidence of objectives in domains appropriate to the course.
 3. Evidence of writing, computing and thinking skills as appropriate for the course.
- C. Implement revisions in the course structure that are identified from the Phase 3 activities.
- D. Begin to gather data revisions on the success of revisions.

PHASE 4 DETERMINE NEED AND DEVELOP ALTERNATE STRATEGIES

Alternate strategies should be developed when the results of reviewing the course in Phase 3 indicate that new strategies are needed to enhance student success.

- A. Course or Instructional development project strategies
 1. Determination of the instructional strategies will be made by the instructor with concurrence of the division chair.
 2. Strategies will:
 - a. be appropriate to the objectives;
 - b. be appropriate to the content of the course;
 - c. consider the individual faculty member's teaching style;
 - d. consider student abilities and learning styles;
 - e. be reasonably cost-effective and in accord with resources and capabilities of the college;
 - f. foster student learning;
 - g. consider student characteristics.

3. Alternate strategies may be developed when it is appropriate to the number of students who would benefit from such an approach or to the goals of the course/program and is judged to be cost- effective.
4. In addition to above guidelines, professional research/references may be used.

Implement the alternate strategy and begin to collect data on the changes in learning objectives occurring with the student group. The data collected provides for the completion of Phase 5.

PHASE 5 EVALUATION AND REVISION

Evaluation and revision activities occur after completion of either a Phase 3 or 4. Completion of phase 5 includes the following:

1. Collect data appropriate to teaching strategy or alternate strategy identified.
2. Identify significance of data gathered to the improvement of the course.
3. Summarize the significance of the data and identify other needed revisions.
4. Submit findings to division chair with estimate of costs.
5. Implement the revisions.

Curriculum Change Procedures

It is not the intention of this procedure to require that the Curriculum and Instruction Committee become involved in minor course changes which affect the internal operation of only a single division.

The following types of course and program changes must be submitted to the Curriculum and Instruction Committee for approval:

1. Substantive changes in existing courses which result in significant changes in the content of the course. Changes to the course description or course outline which are editorial in nature and do not result in a significantly different course do not need to be presented to the Curriculum and Instruction committee for approval.
2. New Courses (must submit a course outline using the approved structure listed in Appendix A of this handbook)
3. New Programs or Transfer Patterns
4. Changes in existing programs or transfer patterns
(The Vice President of Academic Affairs may approve minor program changes that affect only a single program without submittal to the Curriculum and Instruction Committee)
5. Change from special topics to permanent status
(Special topics courses may be approved by the Vice President of Academic Affairs and may be offered for no more than two semesters as a Special Topics course)
6. Addition or deletion of prerequisites or co-requisites
7. Designation of a course to meet general education requirements
8. Course Deletions
9. Program or Transfer Pattern Deletions
10. Change in course prefix.
11. Changes in Academic Policies related to curriculum

General Education Definitions

Cultural Diversity

At least 15 hours of the course content must deal with cultural diversity by focusing on one or more non-American cultures and/or American subcultures.

The student will be able to:

1. Identify and/or describe components of the culture or subculture.
2. Analyze factors which contribute to the development and/or integrity of the culture or subculture.
3. Analyze the culture from the perspective of that culture or subculture.

Oral Communication

At least 15 hours of the course content must deal with instruction in oral communication.

The student will be able to:

1. Demonstrate active listening skills by objectively restating, in his/her own words, material which has been verbally transmitted.
2. Demonstrate the physical ability to speak effectively so that the receiver(s) can understand. This will include diction, pronunciation, enunciation, pace, pitch, and volume.
3. Communicate an abstract or concrete idea so that the receiver(s) clearly perceives the intended message.
4. Effectively deliver a formal oral presentation in front of a group.
5. Demonstrate the ability to communicate using appropriate language.

Fine Arts

At least 15 hours of the course content must meet at least one of the goals from the following:

1. Aesthetic Education

The student will be able to respond to experiences and the environment through the fine and performing arts by developing the knowledge, skills, and sensitivity to analyze artistic works.

2. Historical, Cultural, and Social Context

The student will be able to understand the fine and performing arts in historical, cultural, and social contexts and to demonstrate the ability to select and analyze how artistic expression reflects social, political, and ethical issues.

3. Creative Expression and Performance

The student will be able to demonstrate the skills and attitudes necessary to perform or produce in the fine and performing arts and to organize knowledge and ideas for creative expression and performance.

4. Aesthetic Criticism

The student will be able to apply criteria to aesthetic decision making and to formulate, apply, and communicate criteria for evaluating performance and creative efforts.

Howard Community College's General Education Committee Report

This document is a summary of the work done by the General Education Committee during the 1995 - 1996 school year and serves as a guideline for faculty at Howard Community College to use when submitting courses for General Education approval.

Also included here are the General Education definitions developed by the state of Maryland and the goals and minimum requirements set forth by the state. The General Education Committee at Howard Community College used these general guidelines to develop more specific ones for use in deciding whether a course should be included in HCC's list of General Education core courses.

The committee used the following criteria in determining which courses should be included in the core:

- Courses should present overviews of broad topics rather than interpretations of very specific topics.
- Courses should be of general value to the education of a student at HCC.
- The General Education core list should not be so long as to include virtually every course offering.

The College continues its commitment to the importance of cultural diversity and oral communications. This commitment can be met in several ways.

1. All General Education core history courses have a significant cultural diversity component.
2. The oral communications requirement can be met by enrolling in a speech course or by taking a course (or courses) with a significant oral component. (Program descriptions in the catalog indicate those courses meeting the requirement for the various majors.)

The General Education core at HCC requires transfer students to take a minimum of 36 credits in General Education. Students enrolled in career programs must take a minimum of 20 credits in General Education selecting those courses from the same list of core courses required for transfer students. A minimum of one course is required in each of the five General Education areas.

DEFINITION OF GENERAL EDUCATION:

General education is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. The General Education Program is designed to introduce undergraduates to the fundamental knowledge, skills, and values which are essential to the study of academic disciplines, to encourage the pursuit of life-long learning, and to foster the development of educated members of the community and the world.

GENERAL EDUCATION PROGRAM GOALS:

A General Education Program should address the following knowledge, skills and values. General education courses must connect with one or more of these goals.

- introduce students to the fundamental principles, concepts, and methods essential for the acquisition of knowledge basic to mathematics, the physical and natural sciences, the social sciences, the arts and the humanities, and composition
- develop in students an ability to connect knowledge across disciplines

- foster in students qualities of open-mindedness, inquiry, and rational assessment of data
- develop in students the ability to think and express themselves analytically, critically and creatively, and to read with comprehension
- provide the opportunity for students to apply their knowledge and skills in solving complex problems
- provide the knowledge needed to apply ethical principles to inquiry
- prepare students to adapt to the increasing integration of information technology in all fields of knowledge
- develop in students the ability to communicate effectively in oral and written English and to perform numerical analyses at a college level
- provide students with an understanding of themselves as well as their social, aesthetic, political and physical environment
- foster in students an understanding of and respect for diverse human cultures

REQUIREMENTS:

All institutions shall use common definitions and guidelines in determining which courses may be offered for general education credits. These common definitions and guidelines are included in the proposed regulations.

Listed below is the minimum distribution of courses in all General Education programs as well as the minimum requirements at HCC.

1.	<u>Minimum requirement</u>	<u>HCC requirement</u>
Arts and Humanities	6 credits	9 credits
English Composition	3 credits	6 credits
Social and Behavioral Sciences	6 credits	9 credits
Mathematics	3 credits	3 credits
Biological and Physical Sciences	6 credits	7-8 credits
Interdisciplinary and Emerging Issues (optional)	6 credits max	1-3 credits

DEFINITIONS

Arts and Humanities

The arts examine aesthetics and the development of the aesthetic form. Courses in this area may include, but are not limited to fine, performing and studio art, appreciation of the arts, and history of the arts. All courses, including fine, performing and studio arts, should explore the relationship between theory and practice. The humanities examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include but are not limited to, the language, history, literature, and philosophy of Western and other cultures. A speech communication or world language course may be placed with the Arts and Humanities category but should not be permitted to be the sole course required with the entire category, (e.g., may count one Speech if two or more courses are required from Arts and Humanities). "Composition and Literature" courses may be placed within Arts and Humanities if literature is included as part of the content of the course. The minimum expectation in this category is included as part of the content of the course. The minimum expectation in this category is one course (minimum 3 credit hours) each from at least two disciplines.

At HCC, the decision was made to require 9 credits in the Arts and Humanities core area. Three credits must be in Fine Arts, three in Literature and three in Humanities.

English Composition

English composition courses provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research. The minimum expectation in this category is one course (minimum 3 credit hours).

Social and Behavioral Sciences

The social and behavioral sciences examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. They include, but are not limited to, subjects which focus on history and cultural diversity; on the concepts of groups, work, and political systems; on the applications of qualitative and quantitative data to social issues; and on the interdependence of individuals, society, and the physical environment. The minimum expectation in this category is one course (minimum 3 credit hours) each from at least two disciplines.

At HCC nine credits are required in the Social Science core. Three credits must be a history course. Of the remaining six credits, only three (one course) may be an additional history course.

Mathematics

Mathematics courses provide students with numerical, analytical, statistical and problem-solving skills. The minimum expectation in this category is one course (minimum 3 credit hours) at or above the level of college algebra.

Courses ranging from MATH-122 and higher meet this requirement at HCC.

Biological and Physical Sciences

The biological and physical sciences examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application. The minimum expectation in this category is two courses (minimum 3 credit hours each), one of which must be a laboratory course.

To meet the laboratory requirement at HCC, a minimum of seven credits must be taken in the Science core; one of those credits must be a lab credit.

Interdisciplinary and Emerging Issues (Optional)

In addition to the five categories listed above, a General Education Program may include either content or courses in a sixth category that addresses emerging issues which many colleges have identified as essential to a full program of general education for their students. Institutions may include courses which provide an interdisciplinary examination of issues across categories, or may include content courses which address other categories of knowledge, skills and values which lie outside of the five traditional areas listed above. Examples may include competence in information technology, speech communication, health/wellness/fitness, multicultural perspectives, and others. These areas of knowledge may be integrated into other general education courses or may be presented as separate courses. Such courses may not be included in a General Education Program unless they provide sufficient academic content and rigor equivalent to disciplines traditionally defined as general education as prescribed within this document. An institution need not require any courses in this category. The maximum which may be included in this category by an institution is two courses (6 credits).

At HCC, this category is required and may be fulfilled by taking from one to three credits. Multicultural courses will not be included in this category since courses with those components already exist in other disciplines. Speech will not be included here, but will count in the Humanities core.

The courses included in the Interdisciplinary and Emerging Issues category must meet one of the following guidelines:

- 1. Interdisciplinary--such a course would have at least one-third of the course material/content from a discipline other than the course designator discipline. An example of such a course is ENGL- 211 (Science through Science Fiction) where the course is taught by an English faculty member with guest lectures by science faculty.*
- 2. Emerging Issues--courses in this area might be characterized as being from a new "hotbed" of knowledge, covering current, significant issues that are not typically included in the traditional five areas of General Education. Such courses will be subject to periodic review as to their continued inclusion in this category. An example might be CMSY-129 (Principles of Internet).*
- 3. Courses which address other categories of knowledge and skills which lie outside the traditional five areas of General Education. Such courses must still meet the criteria of introducing students "to the*

fundamental knowledge, skills and values which are essential to the study of academic disciplines, to encourage the pursuit of life-long learning, and to foster the development of educated members of the community and the world." Such a course might be CMSY-110 (Software Applications for Micros) which falls in the area of information technology or the various health courses which are included in the category.

Internet Course Development Expectations

In the process of developing an online course, the faculty member will:

1. Develop a familiarity with the Internet and the World Wide Web, especially with similar courses taught at other colleges or universities.
2. Research other personal, departmental, and professional home pages to develop:
 - a. A sense of the web community's design expectations, and
 - b. How those expectations are related to the goal of the page.
3. Attend Web/CT workshops in preparation for developing Internet home pages and creating a cyber-classroom.
4. Develop a model syllabus that includes student-to-student as well as teacher-to-student interaction within the framework of the Course Outline and that includes activities that are appropriate for the WWW (major course process revision).
5. Create and maintain a "Welcome" home page and an "Introduction to the Course" home page which includes the course syllabus (major marketing pieces for the course).
6. Create a home page which contains hyperlinks to related resource areas.
7. Create and maintain a Web/CT cyber-classroom which will include a variety of conferences and make use of the email function and the chat forum.
8. Provide students with opportunities to make use of the Internet as an integral course resource and as an interactive tool for class activities.
9. Devote at least 125 hours accomplishing these expectations.

Faculty members will be given three (3) hours release time for developing and teaching an on-line course. Faculty may choose to receive this release time either in the course development semester or in the first semester the course is taught, subject to divisional needs.

Student Academic Complaint Procedures

Students who have academic complaints or who have a specific academic complaint involving a faculty member should follow these procedures.

Definition of academic complaint: Grade disputes, and other issues related to classroom instruction (including late penalties, acceptance or non-acceptance of late assignments and incomplete grades).

Time limit: A student must initiate the academic complaint by the end of the seventh week of the next full semester.

1. Before filing an academic complaint, the student must seek resolution informally by scheduling an appointment with the instructor to discuss the problem. Many times misunderstandings can be resolved by honest, open dialogue.
2. If the student cannot resolve his/her problem during the meeting with the faculty member, the

student may schedule an appointment to see the appropriate Division Chair. Prior to scheduling the appointment the student must submit the STUDENT ACADEMIC COMPLAINT FORM, including the written description of the problem and the resolution the student is requesting. An appointment will be made when the chair has received written reports from both the student and the instructor. (Forms are available in the Division Offices.)

3. If the concern is not resolved at the Division Chair level, the student's written complaint, the instructor's written response and the Chair's recommendation will be forwarded to the Vice President of Academic Affairs. At this stage in the academic complaint process, the student has the right to meet with the Vice President of Academic Affairs to present additional support for his or her complaint, but the student is not required to do so. That appointment should be made within two weeks of the meeting with the Division Chair. After that two-week period the Vice President will assume that the student does not desire such a meeting and will make a judgment on the case.
4. The decision of the Vice President of Academic Affairs is final. This decision will be communicated to the student in a formal correspondence.

Student Judicial Process

Please refer to the current student handbook (starting on page 66), for specific definitions, penalties etc. concerning disciplinary action. The various topics covered include academic honesty, code of conduct, and the student judicial process. Many sub-topics are addressed and if there are any other specific concerns that need more assistance, you can email your Division Chair the situation and the Division Chair will contact Student Services. If the feels threatening at any point while class is in session, please call HCC Security (emergency line) at x4882. If you don't feel safe enough to vocally explain the situation, give your name and area you're calling from, and say you must speak with Doctor Howard. This is a code to have Security come to your area.



STUDENT ACADEMIC COMPLAINT FORM

Student Name _____ Phone _____

Address _____

Course _____ Instructor _____

See the directions on the back of this form.

1. On what date did you meet with your instructor to discuss this problem? _____

Student Signature _____

The signature indicates the meeting has taken place. It does not signify resolution or agreement.

2. If the issue is not resolved after meeting with the instructor and you want to file a formal complaint, you should do the following:

a. Attach to this form a complete description of the problem. Include the resolution that you are seeking. Deliver both to the division office.
(Division chair will request a report from the instructor.)

b. Schedule appointment with Chair: _____

Resolved: Yes _____ No _____ Attach resolution.

Division Chair Signature _____ Date _____

3. If not resolved: Information is forwarded to the Vice President of Academic Affairs.

Approved _____ Disapproved _____

Vice President of Academic Affairs _____ Date _____

STUDENT ACADEMIC COMPLAINT PROCEDURES

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 4. The decision of the Vice President of Academic Affairs is final. This decision will be communicated to the student in a formal correspondence.
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Student Withdrawal

Student withdrawal from a course may occur in two different ways.

First, if a student does not attend class during the first three weeks of the semester, a college-initiated withdrawal will automatically occur after the third week roster has been submitted. It is important that faculty keep precise attendance records so that "correction rosters," which are used to finalize enrollment after the third week of class, are accurate.

Second, as the semester continues, students may initiate withdrawal from a course by completing an official withdrawal form and submitting it to the Records Office. This deadline is published in the fall and spring schedules of classes and is close to the midpoint of the semester.

Faculty should be sure students are informed of their course status so that they can make reasonable decisions about withdrawal. Students who officially withdraw by the deadline receive a "W" for the course and which is not computed in the GPA.

When processing final course grades, do not assume a student has officially withdrawn who has expressed a desire to do so. If an official withdrawal appears on the final grade roster, the process was completed. If no "W" appears, the process was not completed and you must assign another grade to the student. Faculty may not assign a grade of "W" after the withdrawal date published in the schedule of classes.

Text Purchases

A. Textbooks/Learning Program Material

Materials for all courses taught by faculty should be ordered as soon as the semester schedule is completed. A form to order materials is available, and all orders are sent through the division chairs.

B. In-house Developed Materials

Materials developed by faculty and organized for their students into booklets, learning packets, etc., can be placed in the bookstore for sale by prior arrangement. (Please see the textbook manager for assistance.) Faculty wishing to use this option must have all material copyright cleared before placing in the bookstore. Another method for distributing in-house developed instructional materials when extensive materials are required is to assess an instructional fee for the course. Students will pay the fee when registering and materials will be distributed by the instructor during the course. Setting fees is arranged through the division chair.

C. Desk Copies

The college bookstore does not provide desk copies for faculty. These usually can be obtained from the publisher free of charge if requested by the faculty on college stationery. Division Chairs are responsible for coordinating the acquisition of desk copies.

Chapter 7 Sabbatical Leave

Sabbatical Leave

A. Eligibility

1. All full-time teaching faculty are eligible for sabbatical leave.
2. Eligible employees must have completed five years of continuous full-time service to the college to be eligible for sabbatical leave except as specified in item A3. Time granted for other types of professional leave, other than paid sick leave, shall not be included in the calculation of total years of continuous service. Such leave time, however, shall not interrupt the accrual of years of continued service. Sabbaticants must complete an additional five years of continuous service from their prior sabbatical to be eligible for another.
3. Any full-time faculty member facing retrenchment may be considered for sabbatical leave regardless of length of service if recommended by the supervisor to retrain for a suitable position which might be available concurrent with the date of retrenchment.

B. Criteria

The following criteria shall be used in determining the ranking of leave proposals:

1. Evidence that the objectives of the sabbatical leave, if attained, would contribute to the attainment of the college's missions, goals, and objectives;
2. Evidence that the objectives of the sabbatical leave, if attained, would substantially contribute to the professional growth of the faculty member through projects designed to enhance student learning and/or to improve teaching or other professional competencies;
3. Evidence that attainment of the objectives of sabbatical leave as proposed are realistic in terms of time, costs and staff member's ability to achieve goals based on past experiences and formal educational background;
4. Evidence of past achievements within the institution as measured by such factors as merit, promotion, college service, etc.;
5. Length of service beyond any prior sabbatical; and
6. Evidence of support in the form of recommendations from other institutions, foundations, immediate supervisors, or persons concerned with the proposed plan or project.

C. Length of Sabbatical

Individuals applying for sabbatical leave may choose to take either six months at full pay or one full year at half pay. As an alternative form of sabbatical leave, an eligible employee may propose a leave to fit individual plans and college needs, providing that the total period of leave does not exceed the aforementioned time period, eg. spreading 15 units of professional responsibility over the course of one year with appropriate adjustments in other areas of responsibility as discussed in the MAP.

D. Sabbatical Leave Committee

1. The Vice President of Academic Affairs will appoint annually a Sabbatical Leave Committee. Membership shall consist of one non-probationary faculty member nominated

from each Division and appointed by the Vice President of Academic Affairs. One person shall have had a sabbatical leave. Faculty may not serve on the committee during a year in which they are going to apply for sabbatical. The Vice President of Academic Affairs or a designee shall serve as an ex-officio member of the committee.

2. The Sabbatical Leave Committee shall establish whatever operational procedures it deems appropriate and consistent with the purpose of sabbatical leave. The committee is empowered to reject applications which are incomplete or late. The committee shall rank each eligible candidate who has applied for sabbatical leave in terms of the criteria stated with the combined weight of criteria #3 and #4 equal to one-third of the total. The recommendations of the Sabbatical Leave Committee in rank order will be submitted to the Vice President of Academic Affairs;
3. The committee is also charged with reconsideration of sabbatical leave proposals submitted and approved in the prior year but deferred for whatever reasons. Deferred leave proposals must be updated by applicants for review by the committee.
4. The committee will also provide the following information in writing to the unsuccessful candidates:
 - A. the number of applications and
 - B. the applicant's score on the criteria (see form).

E. Application Process

1. Applicants shall complete a "Sabbatical Leave Application" form and obtain the signature and comments of their supervisor acknowledging submittal of the proposal. Copies of the completed form including the review from the responsible supervisor should be forwarded to the Vice President of Academic Affairs by September 15th of the academic year prior to the desired sabbatical.
2. Based on the recommendations of the Sabbatical Leave Committee and the comments of the responsible supervisor, the Vice President of Academic Affairs shall consider and recommend to the President, candidates for sabbatical leave with a final estimate of the replacement costs. The President makes recommendations to the Board of Trustees. Candidates will be notified by the President when a final decision is made.

F. Deferred of Leave

1. Sabbatical leaves are contingent upon approval of the college's operating budget by local government. If the college's proposed budget is reduced to the point where there are, in the judgment of the President, insufficient funds to meet institutional needs, sabbatical leaves will be curtailed or canceled. If, after approval by the Board of Trustees, it becomes necessary for the college to cancel a sabbatical leave, the applicant will receive first priority for sabbatical leave in the next fiscal year providing the proposal is still viable.
2. If an individual has been recommended to the President for sabbatical leave and withdraws the application or decides not to take leave, then the applicant will not receive priority in a subsequent year and must reapply through the usual procedure.

G. Appeal of Sabbatical Leave Recommendations

An applicant for sabbatical leave may appeal the recommendations of the Sabbatical Leave Committee by appealing to the Vice President of Academic Affairs. Appeals should be in writing and provide evidence based on the criteria established for sabbatical leave indicating why they should be given further consideration.

H. Post-Sabbatical Leave Service Requirements

1. Faculty granted sabbatical leave are required to return for one year of employment following completion of the sabbatical leave. Sabbaticants shall be required to sign an agreement prior to the acceptance of sabbatical leave that they will return the full amount of compensation received while on leave if they should not return to the college for at least six months of service.
2. Upon completion of the sabbatical leave, the recipient shall submit a report to the Vice President of Academic Affairs of the results of the leave within 30 days following return from leave. The report shall include:
 - a. An account of activities during the leave, including travel itineraries, institutions visited, and persons consulted;
 - b. A statement of progress made on the sabbatical leave program as proposed in the application and an explanation of any significant changes made in the program;
 - c. An appraisal of the relationship between the results obtained and those anticipated in the sabbatical leave program statement; and,
 - d. A final accounting of all sources and kinds of financial support other than the sabbatical stipend.
3. If the sabbaticants find that the sabbatical leave proposal cannot be completed as originally approved, the following must occur:
 - a. The sabbaticant must write the Vice President of Academic Affairs explaining what changes are being proposed. The Vice President of Academic Affairs will then notify the sabbaticant of what changes are acceptable, if any, relative to leave conditions and requirements.
 - b. In the event that the sabbatical leave project is not carried out in accordance with the approved plan or modifications, then the Vice President of Academic Affairs shall take appropriate action. Such action may include, but is not limited to, requiring that sabbatical funds for the project be returned in full.

I. Funding of Sabbatical Leaves

1. In order to maintain appropriate fiscal and administrative controls, the college will attempt to fund sabbatical leaves for up to 5 percent of the full-time instructional faculty.
2. The college shall work towards a "break-even" cost in administering the sabbatical leave program. Replacements for staff on sabbatical leave should be provided for within the college's existing salary funds. Where the difference in the sabbatical stipend to be granted and the normal salary of the individual granted sabbatical leave is insufficient to meet all of the replacement staff costs, the college shall attempt to supplement the existing salary funds in order to facilitate the sabbatical. Sabbatical leave applications should be reviewed and approved by November 18 so that needed funds can be incorporated in the budgetary proposals for the fiscal year in which leave funds will be needed.
3. The college encourages eligible employees to seek external funds which would directly enhance the purpose of the sabbatical leave.
 - a. Non-salary funds (travel, materials, etc.) obtained from outside sources directly applicable to the purpose of the sabbatical leave will not reduce the sabbatical leave stipend.

- b. Salary funds obtained from outside sources which directly relate to the attainment of the specific objectives of the sabbatical leave shall not reduce the sabbatical leave stipend unless the total amount of the outside salary funds and sabbatical stipend exceed the sabbaticant's current salary or its prorated equivalent in the case of a six month sabbatical leave. In no instance should activity required to earn or receive this outside salary interfere directly or indirectly with the purpose or time available for which the sabbatical leave was granted.
 - c. Other outside funds which, in addition to the sabbatical stipend, exceed the current salary or its proration shall result in the sabbatical stipend being reduced a like amount until it equals the current salary or its prorated equivalent. The Sabbatical Leave Committee may recommend that additional remuneration above the current equivalent salary shall be allowed if it is essential to the success of the sabbatical purpose or incidental on a monetary basis.
 4. Discovery of unreported outside salary will result in the immediate reduction in a like amount of the sabbatical stipend if the leave is still in process. Should funds remaining in the sabbatical stipend be inadequate to liquidate the additional unreported remuneration, or should the sabbatical leave have been completed, the faculty member shall return a like amount to the college within six months of the discovery of the unreported remuneration. Sabbaticants will be required to formally agree to the above conditions prior to the granting of the sabbatical leave.

J. Compensation and Benefits

1. The sabbatical leave salary shall be the base compensation normally applicable for the sabbatical period, excluding any fellowships, stipends or other additional amounts. It shall be either the annual base salary prorated for a half year or half of the annual base salary for a full year of sabbatical leave. These amounts may be reduced if external funding is acquired. See Section I-3 (b and c).
2. Sabbaticants shall be eligible for all fringe benefits during the sabbatical period including term insurance; medical coverage; disability insurance, retirement based on actual salary paid for year; and tuition reimbursement for graduate study as an approved component of sabbatical activities. Sabbaticants shall also continue to contribute to those benefits requiring employee contributions.
3. Sabbaticants shall not accrue vacation days, personal days, or sick leave while on sabbatical.
4. Sabbaticants shall be eligible to receive Level 3 merit contingent upon the Vice President of Academic Affairs' evaluation of the project summary report.
5. Employees on sabbatical leave, who hold multiple-year contracts, will return with a multiple-year contract, pending completion of sabbatical leave objectives.