ACADEMIC AFFAIRS MANUAL

VPAA Office

AMARILLO COLLEGE 2201 S. Washington St.

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Academic Affairs Manual

The Academic Affairs Manual provides how-to guidelines for the core practices and procedures that govern the activities and delineate the purview of the Amarillo College Academic Affairs Division. These practices and procedures are cross-referenced to the applicable local and external policies to which the College adheres. The goals of the manual are (A) to describe the core practices and procedures and (B) articulate the process by which these practices and procedures are implemented, in accordance with the applicable local and external policies.

All administrative regulations, including manuals and handbooks, shall be kept up to date and shall be made accessible to staff and the public as required by the Open Records Act. However, only the Board of Regents Policy Manual (BOR) contains the official policies of Amarillo College. No information in any other publication, handbook, manual, or other source of any kind, shall supersede any policies contained in the BOR, unless the Board of Regents takes official action (BOR BBA and BBE).

Academic Freedom

***Local Policy**: BOR DGC*

***Regional Policy**: SACSCOC 6.4 states that "the institution publishes and implements policies and procedures for preserving and protecting academic freedom."*

As the center for postsecondary success for our community, Amarillo College depends greatly on truthful, open, and honest discussions. The academic freedom to learn and teach is foundational to AC's mission and the faculty's role in achieving the college's institutional goals of learning and equity in the No Excuses Strategic Plan. All AC members--faculty, staff, and students--bear the responsibility to protect and honor a culture of academic freedom.

Each faculty member at the College is entitled to full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow diversity of opinion, in accord with the American Association of University Professors' statement on academic freedom.

Faculty members are entitled to academic freedom in the conduct of research and teaching and are tasked with the associated responsibilities. To this end, the College District endorses the academic freedom principles set forth in the Statement of Principles on Academic Freedom and Tenure published by the Association of American Colleges and Universities and the American Association of University Professors.

Complaints regarding alleged violations of the right to academic freedom shall be filed in accordance with BOR DGBA(LOCAL).

Additionally, academic freedom is particularly important in teaching and learning about cultural, societal, and political ideas and events, both current and historical. Any employee is free to participate in political activities and to express an opinion on controversial issues provided the employee does not create the impression that he/she is in any way acting or speaking as a representative of the College.

Finally, the right of faculty to academic freedom in the classroom and in pursuit of research and publications is safeguarded at the College through the following means. First, full-time faculty may apply for tenure. Second, faculty participate extensively on standing institutional committees charged with ensuring the integrity of the curricula, faculty evaluation, and faculty professional learning: Curriculum Committee, Faculty Evaluation Committee, and Faculty Professional Development Committee.

Foundation Grants

***Local Policy**: No Excuses Strategic Plan*

Faculty may seek grant funding through the Foundation for course-specific and/or program-of-study technology and curriculum needs to enhance instruction, student engagement, and content delivery, as consistent with the Every Dream 2031 Strategic Plan. However, faculty applying for Foundation grants must adhere to the following VPAA-mandated approval process to ensure that funding requests properly align with AC institutional goals.

Step 1: Work with department chair/program coordinator on an application proposal to be submitted to the appropriate academic dean and AVP.

Step 2: The appropriate AVP will make a recommendation and provide the application proposal, along with any additional documentation, to the VPAA who makes the final decision on whether to proceed with submitting a formal application.

Step 3: The VPAA Office will review the final application before submitting.

Priority will be given to grant applications that align with the College's strategic direction as articulated in the Every Dream 2031 Strategic Plan and with how the Academic Affairs Division operationalizes that plan. Capital requests that do not align with this direction, or that might be classified as technology updates, should be routed through the normal departmental/program process instead of seeking grant funds from the Foundation. Additionally, the Foundation requires that all grant requests directly serve currently enrolled AC students.

Appointment of Chairs/Coordinators

Local Policy: *Amarillo College mission, vision, values, and No Excuses Strategic Plan*

State Policy: *THECB Section 9.184.a.F states that academic programs must "be consistent with the standards of the Southern Association of Colleges Commission on Colleges, other applicable accrediting agencies, and is in compliance with applicable licensing authority requirements."*

Regional Policy: *SACSCOC CR 6.2.c states that "for each of its educational programs, the institution assigns appropriate responsibility for program coordination."*

Department Chairs: For the internal appointment of a chair from among currently employed faculty, the appropriate academic dean works with the associate vice president of academic learning (AVPAL) to identify and recommend a qualified chair candidate based on the following criteria:

- Rank and Tenure
- Credentials and Experience
- Faculty Performance Reviews

The dean and AVPAL make the recommendation to the vice president of academic affairs (VPAA), who makes the final decision.

For an external appointment, the hiring policies and process for new faculty are followed. The process for hiring new faculty, once a position has been approved by the VPAA, starts with a hiring committee that the hiring manager (or first-level supervisor over the chair position) creates. Applicants whom HR qualifies based on the job description are evaluated by the hiring committee for interviews. A candidate whom the committee recommends may be interviewed by the AVPAL and, if moved forward, by the VPAA. Upon VPAA approval and notification to HR, HR initiates the hiring process.

*Some accredited programs have specific requirements for leadership roles.

Program Coordinators: The internal or external appointment of a program coordinator follows the same process articulated for department chairs except where the program of study is housed within a department with an existing chair. In situations like these, the department chair works with the appropriate academic dean and AVPAL to identify and recommend a candidate.

Dual-Credit Coordinators: Dual-Credit coordinators are appointed by the AVPAL who works with the department chair to identify and appoint a suitable candidate from among currently employed faculty.

Department Chair Job Summary and Responsibilities

Job Summary

The chair of a department is the chief administrative and academic officer of that department, including any programs housed within that department that may or may not have a program coordinator. The chair has responsibility and authority, as granted by the VPAA, for the delivery of the department's academic programs and courses in alignment with the college's strategic plan and the VPAA Office's execution of that plan. The chair coordinates departmental activity with other departments and divisions at the college, as well as collaborates with college administration in the development and implementation of strategic plan goals. The chair position reports to the appropriate academic dean, AVP, and ultimately the VPAA.

Department Leadership

- Partners with faculty, staff, and students to align departmental goals and activities with the college's strategic plan and the VPAA Office's execution of that plan
- Acts as a liaison with other departments and divisions
- Ensures departmental compliance with the college's policies and procedures (including the BOR, Employee Handbook, and Academic Affairs Manual), the Texas Administrative Code, and SACSCOC rules and regulations
- Ensures program compliance with accreditation standards where applicable

Department Operations

- Develops course schedules in coordination with the VPAA Office, Advising, and the Registrar to serve student and program needs
- Manages instructor assignments and overloads in accordance with the guidelines in the Academic Affairs Manual
- Oversees department's budget and coordinates with the VPAA Office to ensure fiscal responsibility and development of future fiscal year budgets
- Coordinates with the VPAA Office to ensure departmental effectiveness through program review and assessment
- Coordinates with the VPAA Office on developing and revising academic and workforce programs
- Coordinates with the VPAA Office on scheduling and overseeing Business Leadership Council meetings and activities
- Coordinates with Success 360 leadership team to ensure program(s) and faculty representation

- Recruits, appoints, and supervises faculty
- Evaluates faculty and staff performance
- Supports and oversees the overall development of the department faculty and staff in coordination with the VPAA Office and the Center for Teaching and Learning
- Recruits, appoints, and supervises department staff and student assistants
- Reviews faculty and staff grievances within the department

Articulation Agreements (Transfer)

Amarillo College programs seeking to establish articulation agreements with other postsecondary institutions must gain prior approval from the VPAA before beginning work on any agreement. If program leadership obtains VPAA approval to proceed, additional approval of the draft articulation agreement is necessary before the agreement is finalized and published. This second approval process starts with the academic leadership upline, including the program coordinator (if applicable), department chair (if applicable), the appropriate academic dean, AVPAL, and VPAA. The process concludes when the designated officials from each institution authorized to enter into the agreement formally sign the agreement.

Amarillo College program leadership must coordinate with the VPAA Office and the President's Office for any public signing.

Assessment

FACULTY PARTICIPATION

Faculty participation in learning outcomes assessment is essential to the improvement of teaching and learning in each department. Full-time faculty participation is cited by local, state, and regional policy.

Local Policy: *BOR DDA*

State Policy: *Per the Texas Administrative Code (Title 19, Part 1, Chapter 4, Rule 4.30: Institutional Assessment and Reporting), "Each public institution of higher education shall evaluate its core curriculum through the assessment of the core objectives on an ongoing basis, reporting the results of the assessment to the Board every ten years on the schedule that accords with the institution's accreditation reaffirmation self-study report to the Southern Association of Colleges and Schools or its successor."*

The evaluation and report must include:

(1) a description of the assessment process for each of the six core objectives;
(2) an explanation of measures, methodology, frequency and the timeline of assessment activities;
(3) the criteria and/or targets used to benchmark the attainment of the six core objectives;
(4) the results of the assessment, including evidence of the level of attainment targeted and achieved for each of the six core objectives;
(5) an analysis of the results, including an interpretation of assessment information; and
(6) any actions planned, including how the results and analysis of the assessment process will be used to improve student learning and achievement.

Regional Policy: *Faculty are held to SACSCOC standards 8.2.a and 8.2.b in the assessment and seeking improvement of learning outcomes.*

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on the analysis of results in the areas below:

- 8.2.a—Student learning outcomes for each of its educational programs
- 8.2.b—Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs

- 8.2.c—Academic and student support services that support student success (which is applicable to academic support and administrative departments, such as the Child Development School or the Office of Student Learning Support.)

PROGRAM REVIEW

Local Policy: *The Assessment Committee was tasked with developing a new Program Review process and documentation per academic degree program. Dr. Lowery-Hart met with the AC Assessment Committee in September 2016 and charged the committee to "create a more functional, purposeful Program Review that aligns with the No Excuses Strategic Plan."*

The core purpose of the Program Review process is to study the overall health of a program. This is accomplished by the use of data dashboards by the faculty and academic leaders to review particular performance measures of the academic program. The Program Review captures several performance indicators that align with the Strategic Plan such as completion, retention, and labor market demand. Additionally, these criteria are also reviewed: course success data, transfer rates, persistence rates, number of majors, credit hours, and graduates.

The Director of Institutional Effectiveness, in collaboration with the Executive Director of Decision Analytics and Institutional Research, provides department chairs and program coordinators with the ability to find this data with ease through the creation of a data dashboard (https://dair.actx.edu). The Program Review process is biennial.

Faculty and academic leaders are encouraged to use the data dashboards each semester to review their program and participate in the Institutional Effectiveness evaluation and planning cycle.

Regional Policy: *Program Reviews demonstrate institutional planning compliance with SACSCOC under Standard 7.1: "The institution engages in ongoing, comprehensive, integrated, and research-based planning and evaluation processes that a) focus on institutional quality and effectiveness and b) incorporate a systematic review of institutional goals and outcomes consistent with its mission."*

Additionally, Program Review is part of the institution-wide Institutional Effectiveness and Planning process as defined and mapped out below:

Institutional Effectiveness Evaluation and Planning Cycle

The evaluation and planning cycle is available here:
https://www.actx.edu/ie/annual-timeline.

ISLO/PSLO

This section provides detail on Amarillo College's assessment process. Amarillo College assessment plan components involve the assessment, analysis, and seeking improvement of both institutional student learning outcomes or ISLOs (general education) and program student learning outcomes or PSLOs.

Local Policy (AC Assessment Committee and Institutional Effectiveness):
See the assessment and planning scope, guidelines, and plan at https://actx.edu/ie/institutional-effectiveness.

State Policy: ISLOs measure the extent of student achievement of six general education competencies as mandated by the THECB (https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/elements-of-the-texas-core-curriculum/):

Communication Skills
Critical Thinking Skills
Empirical & Quantitative Skills
Personal Responsibility
Social Responsibility
Teamwork

- Identification of Outcomes: Outcomes are provided by the THECB as the six general education competencies. Expectations for, and assessment of, student learning outcomes are the same for traditional students' learning and at off-campus instructional sites.

- Assessment Methodology: Assessment activities include all instructional modalities, to include face-to-face lecture, online, hybrid, clinical, and practicum, and are inclusive of instruction and student learning at off-campus instructional sites.

  Student artifacts are collected, sampled, and assessed using the online Blackboard Outcomes Assessment application or in cases of performance arts, jury sheets are collected.

  A student artifact is also known as the "common assessment" among faculty to assess student learning. For example, program faculty meet to decide on the best assignment/assessment to use to assess their ISLOs. This assignment is

the same (common assessment) across all sections to assess the ISLO. Each year the students are directed by the program faculty to upload their work into the "common assessment" folder found in Blackboard where the students interact with their instructor. Faculty work together to design assignments/activities to better foster and measure student learning.

Amarillo College faculty assess student learning using rubrics. Assessment scoring rubrics are developed by faculty. Rubric scoring is on a scale of four to zero. Faculty choose their benchmarks prior to assessment based on previous results and typically set 75% or an average of 3.00 out of 4.00 points as a benchmark.

Achievement	Score
Exemplary	4
Proficient	3
Emerging	2
Insufficient	1
Incomplete	0

Regional Policy (SACSCOC): *8.2.b: "Student learning outcomes for collegiate-level general education competencies of its undergraduate degree program"*

As noted earlier and per the Texas Administrative Code (Title 19, Part 1, Chapter 4, Rule 4.30: Institutional Assessment and Reporting), Amarillo College will report all general education assessments to the THECB every ten years. A sample will be provided from assessments across disciplines and for each of the six competencies listed.

PSLOs

PSLOs measure the extent to which students are achieving program learning outcomes. These outcomes are identified and maintained by the program faculty through a Curriculum Map.

Regional Policy (SACSCOC): 8.2.a: Student learning outcomes for each of its educational programs

- Identification of Outcomes: Faculty identify measurable student learning outcomes for each educational program. While most programs have three to six

student learning outcomes, programs accredited by an external agency may tend to have more.

Faculty map the PSLOs and specify the common assessment that demonstrates student learning for each outcome. Through the mapping, faculty also specify where in the curriculum learning will be assessed and where mastery is expected. Expected PSLOs are consistent regardless of location or delivery mode. Expectations for, and assessment of, student learning outcomes are the same for traditional students' learning and at off-campus instructional sites.

- Assessment Methodologies: Assessment activities include all instructional modalities, to include face-to-face lecture, online, hybrid, clinical, and practicum, and are inclusive of instruction and student learning at off-campus instructional sites.

  First, student artifacts are collected, sampled, and assessed using the online Blackboard Outcomes Assessment application or assessment is reported out on the PSLO Assessment and Evaluation Report for Technical Programs. Many of the College's technical programs, particularly programs in the Health Services Community and Industry Community, use the latter instrument. This is due to the nature of the instruction and the demonstration of student learning that cannot be captured in Blackboard, such as learning that takes place in clinics, hospitals, and automotive bays.

  A student artifact is also known as the "common assessment" among faculty to assess student learning. For example, program faculty meet to decide on the best assignment/assessment to use to assess their PSLOs. This assignment is the same (common assessment) across all sections to assess the PSLO. Each year the students are directed by the program faculty to upload their work into the “common assessment” folder found in Blackboard where the students interact with their instructor. Faculty work together to design assignments/activities to better foster and measure student learning.

  Second, Amarillo College faculty assess student learning using rubrics. Assessment scoring rubrics are developed by faculty. Rubric scoring is on a scale of four to zero. Faculty choose their benchmarks prior to assessment based on previous results and typically set 75% or an average of 3.00 out of 4.00 points as a benchmark.

Achievement	Score
Exemplary	4
Proficient	3
Emerging	2
Insufficient	1
Incomplete	0

The Office of Institutional Effectiveness analyzes the data, provides and discusses the results with program faculty for review and action.

The assessment process including the use of results to seek improvement is identical for the assessment of educational programs on-campus as it is for off-campus instructional sites. Amarillo College assesses programs delivered at off-campus instructional sites the same as it does for programs on-campus. Amarillo College encourages and supports the use of results to seek improvements.

- Support for Faculty: The role of department chairs and deans in the assessment process is to facilitate this ongoing conversation of using the results to seek improvement and to support the faculty in these endeavors. In that role, the faculty and chairs/deans meet with Institutional Effectiveness to review the results.

  The Office of Institutional Effectiveness also assists faculty in the development of assessment scoring rubrics and curriculum maps and offers training on these subjects through the Center for Teaching and Learning.

  Faculty are also supported through faculty development offered by the Center for Teaching and Learning (CTL).

  CTL offers professional learning cohorts for all faculty. These cohorts are provided for faculty as they learn new student engagement techniques or pedagogical approaches to teaching. The Faculty Professional Development Plan provides for an academic year timeline and stipend to faculty for their development.

  CTL and IE (Institutional Effectiveness) collaborate to bring professional development and assessment integration into the assessment cycle.

  New faculty participate in a two-day New Faculty Orientation as a requirement for employment.

Each January, the Center for Teaching and Learning also offers the “Amarillo College Educational Summit (ACES)," a one-day community college teaching and learning conference focusing on innovative teaching strategies, active learning techniques, and high impact practices. The conference features a keynote speaker and breakout sessions where faculty are encouraged to present their best practices in teaching and learning.

CCSSE/SENSE

Amarillo College participates in an institution-wide survey administration of students through CCSSE (Community College Survey of Student Engagement) of our continuing students. This survey takes place in a Spring I semester.

SENSE (Survey of Entering Student Engagement) is a survey of our FTIC or first-time-in-college student population. This survey is administered in a Fall I semester.

Hard-copy surveys are distributed to the faculty of the sampled courses. The sample is chosen by CCSSE and SENSE and not Amarillo College. The survey takes approximately 30-45 minutes of a class period to complete. The results are compiled and compared and distributed to the faculty, administrative department leadership and academic leadership. Academic Advising and Planning is an additional module that is covered in the survey for CCSSE. Food and housing insecurities is a criterion we measure in the SENSE survey that is also an additional module.

Regional Policy: Administrative and academic support service departments use this survey data to address compliance for SACSCOC standard 12.1: The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

DAIR DASHBOARDS

Decision Analytics Institutional Research (DAIR) dashboards are provided for faculty to have ease of access to current and historical data on course success, enrollment, completion, tutoring services, contact hours, and Program Review.

Local Policy (Strategic Plan): Additionally, department chairs and coordinators use these dashboards to evaluate part-time (adjunct) faculty on an annual basis.

Curricula Processes

CURRICULUM COMMITTEE

Purpose: The Curriculum Committee is responsible for maintaining excellence in instructional programs at the College.

For more detailed purpose and membership information, please login to AC Connect and visit Faculty/Staff Information Committees Curriculum Committee.

Guidelines:

1. All submissions must be submitted through the Curriculog platform https://actx.curriculog.com/ in advance (i.e., by the Friday prior to the next Friday's meeting) of the intended review date.
    a) Program leaders must secure approval from their dean and AVPAL before submitting a petition for Curriculum Committee review
    b) Next, approved submissions will be routed to the AVP of Curriculum, Planning & IE and to all members of the committee for review prior to the next official meeting.

2. Once items have been accepted for the upcoming agenda, the person who submitted the proposal(s) to his/her Dean will be notified of his/her placement on the agenda and should make every effort to attend the curriculum committee meeting in order to present the proposal(s).

3. Once a committee decision has been made, that decision is final in most cases. Exceptions will be considered

    a) by the Committee if new and compelling additional information can be presented at a future meeting;

    b) by the Committee, after an initial approval, for extenuating circumstances (SACSCOC, THECB, and/or accreditation changes or restrictions) before the hard-copy catalog submission deadline; or

    c) by a core group of the Committee (re: representatives from the VPAA, Registrar, Financial Aid, Institutional Effectiveness, Institutional Research, faculty, program leadership, and Advising), after the hard-copy submission deadline, for the aforementioned extenuating circumstances.

4. Submission Materials:

    - If applicable, gather any materials that support your submission (e.g. advisory committee notes).

    - Complete the appropriate curriculum form

WECM/ACGM

The Lower Division Academic Course Guide Manual (ACGM) and the Career & Technical Education (CTE) Guidelines provide the number of credit and contact hours that are allowed based on various instructional methods. The ranges are demonstrated below in the following two tables.

ACGM Definition of Semester Credit Hours:

Semester Credit Hours	Contact Hour Range per Semester	Combinations		
		Lectures per week	Labs per week	Contact hours per semester
1 SCH	16-64	0	2	32
		0	3	48
		0	4	64
		1	0	16
		1	1	32
2 SCH	32-128	0	5	80
		0	6	96
		0	7	112
		0	8	128
		1	2	48
		1	3	64
		1	4	80
		2	0	32
		2	1	48
3 SCH	48-144	1	5	96
		1	6	112
		1	7	128
		1	8	144
		2	2	64
		2	3	80
		2	4	96
		3	0	48
		3	1	64
4 SCH	64-160	1	9	160
		2	5	112
		2	6	128
		2	7	144
		2	8	160
		3	2	80
		3	3	96
		3	4	112
		4	0	64
		4	1	80

Career & Technical Education (CTE) Guidelines
Definition of Semester Credit Hours:

Table 4.1: Lecture – Lab Credit/Contact Hour Combinations for SCH, Local Need, and Special Topics Courses

SEMESTER CREDIT HOURS (SCH)	PREFERRED* Contact Hour Range per Semester	Lecture /wk	Lab /wk	Contact /sem	ALLOWABLE* * Contact Hour Range per Semester***	Lecture /wk	Lab /wk	Contact /sem
1	16-48	1 0 0	0 2 3	16 32 48	16-64	1 0	1 4	32 64
2	32-80	2 1 1 1 0	0 2 3 4 4	32 48 64 80 64	32-128	2 0 0 0 0	1 5 6 7 8	48 80 96 112 128
3	48-96	3 2 2 2 1	0 2 3 4 4	48 64 80 96 80	48-144	3 1 1 1 1	1 5 6 7 8	64 96 112 128 144
4	64-128	4 3 3 3 2 2	0 2 3 4 4 6	64 80 96 112 96 128	64-160	4 2 2 2 1	1 5 7 8 9	80 112 144 160 160
5	80-144	5 4 4 4 3 3	0 2 3 4 4 6	80 96 112 128 112 144	80-176	5 3 3 3 2	1 5 7 8 9	96 128 160 176 176

*Preferred contact hours and combinations are those that typically represent best practices or the most common course patterns.
**Allowable Range includes Preferred Combinations and Other Allowable Combinations.
***Other allowable combinations are available for specific circumstances.

SACSCOC SUBSTANTIVE CHANGE

Amarillo College has a Substantive Change policy and procedures to guide faculty and academic leadership. The policy is found on the IE website.

I. Policy Statement and Purpose

Amarillo College Policy and Procedures for Substantive Changes are implemented to ensure that all changes substantive in nature are reported in accordance with SACSCOC policy. Furthermore, the College's substantive change policy and procedures are aligned with SACSCOC Standard 14.2: *The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy*.

The purpose of this policy is to define and establish the requirements, procedures, and processes necessary to ensure timely coordination and notification of Substantive Changes involving Amarillo College. The College is required to report Substantive Changes, whether to notify and/or seek approval, to the College's regional accrediting body, SACSCOC, per the required timeframe stated by SACSCOC. This policy complies with SACSCOC Standard 14.2: Substantive Change.

The Amarillo College Substantive Change Policy and Procedures are published on the Institutional Effectiveness website.

II. Definition

As defined by SACSCOC, a "Substantive Change" is a significant modification or expansion of the nature and scope of an accredited institution. Substantive Change includes high-impact, high-risk changes and changes that can impact the quality of educational programs and services. A list of what Substantive Changes include is listed under the SACSCOC Substantive Change Policy and Procedures.

III. Roles and Responsibilities

The VPAA is responsible for final approval of notifications to SACSCOC regarding institutional and programmatic Substantive Changes. The VPAA appoints a SACSCOC Accreditation Liaison from the Office of Institutional Effectiveness to manage the Substantive Change process.

The Accreditation Liaison will notify SACSCOC of any substantive changes in accordance with the SACSCOC Substantive Change Policy and Procedures.

The College President reviews each substantive change prior to submission.

College Administration--including, but not limited to, associate vice presidents, deans, department chairs, program coordinators, and faculty will assist in the preparation and provide documentation to the Accreditation Liaison for Substantive Change submissions to SACSCOC.

IV. Procedures

The Amarillo College Substantive Change Procedures describes and defines the process the College shall use to ensure it identifies, manages, and reports Substantive Changes to SACSCOC in a timely manner and in accordance with SACSCOC Substantive Change Policy and Procedures.

Responsible Office: Vice President of Academic Affairs

Responsible Person: Accreditation Liaison

1. The SACSCOC Accreditation Liaison, appointed by the Vice President of Academic Affairs, will be responsible for the following:

    a. Ensuring that compliance with Substantive Change requirements is incorporated into the planning and evaluation process of the institution.

    b. Serving as a standing member of the Curriculum Committee to provide guidance each academic year to members of the Committee to define Substantive Changes and describe the processes.

    c. Preparing Substantive Change notification letters and documentation for the signature of the President in accordance with the substantive change policies of SACSCOC.

    d. Submitting all Substantive Change documentation to SACSCOC.

    e. Ensuring all timelines (provided by SACSCOC Substantive Change policy) are followed and Substantive Change notifications and/or prospectuses for approval are submitted in a timely manner to SACSCOC.

    f. Notifying academic leadership, the college president, VPAA, and cross-functional committees regarding SACSCOC Substantive Change policies and procedures and updating these groups should SACSCOC revise their policies and procedures.

g. Staying informed of SACSCOC revisions to Substantive Change policies and procedures.

h. Attending training provided by SACSCOC on Substantive Change.

i. Maintaining a database for submitted Substantive Changes to include a separate listing of OCIS (off-campus instructional sites) that have been approved by SACSCOC.

j. Serving as the contact person between SACSCOC staff and the institution on all matters Substantive Change.

2. College administration--including, but not limited to, associate vice presidents, deans, department chairs, program coordinators, and faculty will be responsible for the following:

a. Learning about current Substantive Change policies and procedures.

b. Initiating communication with the SACSCOC Accreditation Liaison when an initiative or curricular change is being considered that may be defined as a Substantive Change.

c. Completing an accurate curriculum committee petition identifying whether a new program or program revision represents a Substantive Change as defined by SACSCOC Substantive Change Policy

d. Being aware that all institutional and SACSCOC Substantive Change policies and procedures are made available on the Institutional Effectiveness website publication.

3. The College President will review all substantive change documentation and sign a notification letter addressed to SACSCOC once received by the Accreditation Liaison.

4. General Requirements

a. Submission Deadlines per SACSCOC Substantive Change Procedures for a substantive change requiring approval by the Executive Council of the Board of Trustees (which meets year round), the submission deadlines are:

i. **January 1** for changes to be implemented July 1 through December 31 of the same calendar year, and

ii. **July 1** for changes to be implemented January 1 through June 30 of the subsequent calendar year.

b. For a Substantive Change requiring notification only, it can be submitted any time before implementation.

Dual Credit

Local Policy: Amarillo College Dual-Credit Handbook

State Policy: The Texas Administrative Code establishes the rules and regulations for dual credit partnerships between public institutions of higher education and high schools in Texas: 4.81-85

Regional Policy: All SACSCOC principles applying to course delivery, staffing, assessment, and faculty evaluation for non-dual credit courses apply to dual credit offerings, as well.

Dual-credit coordinators and dual-credit faculty must follow the policies and procedures outlined in the Amarillo College Dual-Credit Handbook. Refer to the handbook for specific help, and contact the Amarillo College Director of Secondary Partnerships and Dual Enrollment/Credit for additional assistance.

Amarillo College Badger Bound Scholarship Program

Amarillo College is proud to announce the launch of the Badger Bound Scholarship Program, a transformative initiative designed to strengthen the educational pipeline and create early access to higher education for students across our entire service area. Students who complete 15 hours of dual credit through Amarillo College qualify for up to 45 hours of free tuition and books. https://www.actx.edu/dualcredit/badger-bound

Faculty Credentialing

***Local Policy**: AC faculty seek knowledge of and pledge to actively engage in a culture of caring striving to serve students, peers, and the community by embracing the AC Core Values: Wow, Family, Fun, Innovation, and Yes!, as well as the mission, vision, and institutional goals defined in the No Excuses Strategic Plan.*

***State Policy**: THECB rule 9.184.a.F states that academic programs must "be consistent with the standards of the Southern Association of Colleges Commission on Colleges, other applicable accrediting agencies, and is in compliance with applicable licensing authority requirements."*

***Regional Policy**: SACSCOC 6.2.a states that, "for each of its educational programs, the institution justifies and documents the qualifications of its faculty members."*

The *Amarillo College Faculty Credentials and Qualifications Manual* describes the credentialing process by which part- and full-time faculty are deemed qualified to teach workforce and/or transfer courses, according to SACSCOC and other accrediting guidelines, as instructors of record. Additionally, the manual provides the course-specific credentialing requirements that properly qualified part- and full-time faculty must meet to be able to teach in their discipline for the College.

Amarillo College (AC) recruits and employs the most qualified part- and full-time faculty in accordance with the mission, vision, values, and goals of the College. AC gives primary consideration to the highest earned degree necessary to teach in a discipline according to the course-specific guidelines listed in this Manual. AC also considers competence, effectiveness, and capacity, including undergraduate and graduate degrees, professional licensure and certification, related work experiences in the field, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and course learning outcomes and that are consistent with the mission, vision, values, and goals of the College. AC justifies and documents the qualifications of all part- and full-time faculty in every program of study, regardless of the location or mode of delivery of the course offering.

AC is accredited by SACSCOC to award associate degrees and certificates. Therefore, AC adopts hiring and implements credentialing procedures for part- and full-time faculty in accordance with the SACSCOC Principles of Accreditation for establishing faculty qualifications. When faculty credentials do not align with the specified expectations for each program of study, AC adheres to the Faculty Credentials Justification Procedures described in the manual.

The manual is reviewed annually by program managers and senior leadership in the Academic Affairs Division to ensure compliance with the SACSCOC Principles of

Accreditation as existing programs and courses are revised and new programs and courses are added.

AC adheres to a Credentials Justification Procedure when a prospective or currently employed part- or full-time faculty member has qualifications that do not clearly align with the credentials required to teach a specific course. This procedure ensures that a careful and thorough process will be used to demonstrate whether the faculty member's other qualifications may be justifiably linked to the course description and learning outcomes.

Credentials Justification Procedure

When a justification is needed, the following documents will be collected by the program manager and academic dean for the faculty member in question, and then submitted to the VPAA Office for review and a final decision:

- Employer verification of experience/qualifications form (see Faculty Credentials and Qualifications Manual appendix)
- Justification memo from academic dean that summarizes academic qualifications, credentials, and professional experiences relevant to the proposed course assignment
- Crosswalk of course learning outcomes with qualifications, justifications, and supporting documentation (see Faculty Credentials and Qualifications Manual appendix)

The following items may be used to support the justification but cannot be used as the primary reasons for justification:

- Certifications and/or licensure in the field
- Training certification in discipline from approved organizations
- Recognition and/or publications in academic materials in the discipline
- Professional presentations
- Apprenticeships
- Honors and awards directly related to the discipline
- Teaching experience in the discipline

Prospective Full-Time Faculty Member

A prospective full-time faculty member submits an application for a posted temporary or tenure-track position in the online portal through the Human Resources webpage. All posted positions for full-time faculty lines are approved by the President's Cabinet.

Step 1: Human Resources (HR)

- HR verifies that applications are complete and have met the minimum requirements for the posted position. HR then forwards approved applications to the academic hiring manager(s) for the posted position.

Step 2: Faculty Hiring Committee (FHC)

- The FHC evaluates approved applications based on relevant experience, credentials, and official transcripts. Transcripts are evaluated to ensure that credentials and qualifications are aligned to the courses assigned to the posted position.
- The FHC conducts interviews with one or more of the top candidates for the posted position and makes recommendations to the vice president of academic affairs (VPAA).
- The VPAA reviews the recommendation with supporting documentation, interviews the recommended candidate(s), and makes the final decision on whether the official hiring proposal process can begin.

Step 3: VPAA & HR

- Once the credentials and qualifications have been verified, the VPAA initiates the hiring proposal process with HR.

Current Full-Time Faculty Member

Current full-time faculty members may be assigned to teach a new course beyond the initial scope of the position for which they were hired. Current full-time faculty are expected to provide updated official transcripts to HR as necessary for additional applicable coursework and credentials.

The current faculty member's direct academic supervisor will review official transcripts to determine that the credentials and qualifications are aligned with the description and learning outcomes of the assigned course. If the credentials and qualifications are aligned, the faculty member may be assigned to the new course If they are not aligned, the supervisor will follow the Credentials Justification Procedure.

Part-Time and Dual-Credit Faculty

Prospective part-time and dual-credit faculty submit applications through the Human Resources webpage. Their credentials will be evaluated according to the same standards as laid out in the SACSCOC Principles of Accreditation and this Manual.

- Credential and qualification requirements are identical to full-time faculty.
- Official transcripts must be submitted to HR and evaluated by the academic hiring manager.
- If the credentials and qualifications are aligned to the course(s) the prospective part-time or dual-credit faculty is being hired to teach, the academic hiring manager may proceed with the hiring process. If they are not aligned, the academic hiring manager will follow the Credentials Justification Procedure.

Faculty Governance

Local Policy: *BOR BBA*

Regional Policy: *SACSCOC 10.5 states that "the institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty."*

In delegating responsibilities to other campus constituencies, the college president has granted faculty opportunities to participate in the operational decisions of the college. One such opportunity is through the Faculty Senate, the by-laws and operational procedures of which are published in the Employee Handbook. The Faculty Senate represents all appointed faculty. The purpose of this organization is to cultivate cooperation and understanding among the faculty, to make recommendations to the President of Amarillo College on policies that affect instruction and general faculty welfare, to make recommendations on general policy, and to offer a line of communication with other constituencies of Amarillo College. The Senate elects its own officers and makes recommendations/nominations for full-time faculty to participate on institutional standing committees. Moreover, the activities of the Senate, and its collaboration with the President and members of the President's Cabinet, are recorded in the committee minutes, which are distributed to faculty and published on the college website.

A number of institutional standing committees, which assist with the creation and monitoring of procedures which implement various policies and with the management of various programs, have faculty representation. As part of their workload, Amarillo College faculty are responsible for serving on institutional committees, many of which are charged with various aspects of academic and governance matters, including the Faculty Evaluation, Faculty Professional Development, and Curriculum Committees. The Faculty Evaluation Committee participates in the governance of how faculty are evaluated on an annual basis. The committee is composed of nine faculty representatives, a representative from Human Resources, two representatives from the VPAA Office, and the Director of Decision Analytics and Institutional Research. The goal of faculty representation on committees like these is to ensure that faculty are included in academic and governance matters.

The main committee responsible for the approval of educational programs (for which academic credit is awarded) is the Curriculum Committee. This committee is composed of a cross-section of representatives from academic leadership (the VPAA Office, deans, directors, chairs, and coordinators), faculty, Financial Aid, the Registrar, Advising, Institutional Effectiveness, Institutional Research, and Adult Education and Literacy. New programs and program revisions go through this committee for approval

according to SACSCOC, THECB, and accreditation guidelines (where applicable). Faculty representation on this committee comes from each career community. All curricular changes are submitted through an electronic platform that requires relevant information, depending on the type of curricular change, and which is routed through an approval flow consisting of the chair/director/program coordinator, dean, and the VPAA Office. Curricular change petitions are then made available to members of the committee, which meets regularly throughout the academic year, to discuss and review proposed curricular petitions. Minutes of the meetings are published on the college website, and all approved curricular changes are updated in the electronic and print catalogs. Additionally, all curricular changes that go through the electronic platform are archived in the platform.

Faculty Performance Review

Local Policy: *BOR DLA*

Regional Policy: *SACSCOC 6.3 states that "The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status."*

Full-Time Faculty
The performance of each full-time faculty will be evaluated annually based upon teaching effectiveness, professional development, and service beyond the classroom using the Faculty Performance Review (FPR) form developed by the Faculty Evaluation Committee in collaboration with Faculty Senate, the VPAA Office, and Human Resources. No full-time faculty—regardless of employment, rank, and/or tenured status—is excluded from the annual FPR process.

Human Resources establishes the timeline for the FPR process, including midpoint check-ins and deadlines specific to each faculty member, the immediate supervisor, and the secondary supervisor.

Part-Time Faculty
The performance of each adjunct faculty will be evaluated annually based upon student performance, student feedback, and eligibility for rehire as determined by the Department Chair, along with any additional comments by a Dean of Campus Operations (at the Hereford or Dumas campus), if applicable.

Adjunct faculty are evaluated once a calendar year. If an adjunct taught in the previous spring and fall of the calendar year, the supervisor needs to submit the performance review only for one semester. Supervisors shall use the DAIR Academic Affairs dashboard (https://dair.actx.edu) for course success data.

All completed reviews must be submitted according to the timeline established by Human Resources and within the AC Connect portal each spring semester.

Faculty Professional Development

Local Policy: *BOR DK*

Regional Policy: *SACSCOC 6.5 states that "The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission."*

Faculty are charged with developing curriculum and participating in ongoing professional development to deliver that curriculum effectively. Faculty have the responsibility of developing their content and ensuring the quality and effectiveness of the curriculum in their respective areas through their work on the Curriculum Committee and the Faculty Professional Development Committee (FPDC). The FPDC works with the Center for Teaching and Learning (CTL) to develop appropriate content delivery, instructional strategies, and instructional assessments through professional development workshops (both modular and cohort-based) and course redesign.

Amarillo College has invested significant resources in faculty professional development and CTL to facilitate ongoing curricular development, based on the institutional goals of completion, learning, and equity. Professional development opportunities are incentivized for faculty. More information about the variety of professional development opportunities is published on the CTL website. Additionally, new faculty are required to participate in the Teaching for Transformation workshop, which features onboarding and culturally responsive pedagogy training in the context of collaborative workshops over the course of an academic year.

Finally, faculty collaborate with CTL and the Office of Institutional Effectiveness to identify courses in need of curricular redesign based on student performance data, across a variety of metrics, provided in the Decision Analytics and Institutional Research (DAIR) data dashboard. The course redesign process is a year long, and faculty are paid for their work on the redesign committee.

Employee Education Reimbursement Plan (EERP) is designed to provide financial benefits to employees pursuing degrees at the Bachelor's level and above, as well as professional certifications and licensures. By participating in this program, you will have the opportunity to develop new skills, advance in your chosen fields, and contribute to meeting the College's instructional needs in high-demand areas where staffing capacity is currently limited. (Employee Handbook- 4.12 EERP)

ACCEPTABLE PROFESSIONAL LEARNING OPPORTUNITIES

Acceptable professional learning opportunities, which count toward an individual faculty member's professional learning transcript, are listed on the CTL Faculty Professional learning Plan, which is made available each academic year on the CTL website. These opportunities include student engagement and instructional strategies, *as well as*

content knowledge and skill in the discipline/program. Additionally, these same opportunities are acceptable to include for rank and tenure petitions as evidence of a commitment to professional learning.

Faculty Advancement

Progression across the faculty salary schedule is determined by completing approved academic course work. To be approved, courses must be at or above the level of the highest degree held and be in the subject area of the primary faculty assignment. Approval by the VPAA is required.

For faculty working toward an advanced degree:

1. Prior to taking courses each semester, faculty need to submit the Faculty Academic Advancement Approval form through Nitro with the following leadership upline approval route: first- and second-level supervisor, appropriate AVP, and the VPAA. A degree plan should be attached.
2. Once the course is complete, the faculty member will then submit to HR *the signed Advancement Approval form and an updated official transcript reflecting courses completed*.
3. HR will verify with the VPAA Office that prior approval was given and move forward accordingly with compensation.

For faculty taking courses not part of an advanced degree plan:

1. Fill out the same form but will not need a degree plan. They will need to fill out the box with how the course will benefit them professionally.
2. Once the course is completed, they will send those transcripts to CTL to receive faculty development points and compensation. Courses in this category do not go to base pay.

Please note that base pay increases across the salary schedule, for approved and completed graduate coursework, always starts from the faculty member's initial salary placement upon being hired. A faculty member who earns a doctorate, after initially being placed at the Master's level, moves across the salary schedule for approved and completed graduate coursework. The faculty member's initial placement is not reset at the doctoral level.

Final Exams

The final exam schedule is determined each academic term/semester by the Registrar's Office. Faculty must adhere to this schedule. Any change to this schedule must be approved by the VPAA unless a faculty member is accommodating a student or a department has instituted an exemption policy.

The process to seek VPAA approval must adhere to the academic affairs chain of command: department chair/program coordinator academic dean AVP VPAA. Email communication will suffice.

Full-Time Faculty and Commencement, General Assembly, and All-Faculty Meetings

Local Policy: *BOR DJ (see Employee Handbook for further details). Additionally, job duties and the performance thereof are aligned to the mission, values, vision, No Excuses Strategic Plan, and Culture of Caring at the college.*

Regional Policy: *According to SACSCOC 6.2.b, full-time faculty are responsible for ensuring "curriculum and program quality, integrity, and review."*

Local Policy: Each full-time faculty member (except those on temporary appointment) is required to participate in commencement, general assembly, ACES, and all-faculty meetings and to be prompt in arriving for each. If faculty cannot be present, they must explain to the VPAA the necessity for their absence and request permission to be excused.

The process for requesting permission to be excused is to gain approval from (1) the first-level supervisor, (2) the appropriate academic dean, and (3) the VPAA (or the AVPAL). If the first-level supervisor and dean approve the request, the faculty member must then email the AVPAL and copy the administrative assistant for the VPAA Office.

Each January, the Center for Teaching and Learning also offers the "Amarillo College Educational Summit (ACES)," a one-day community college teaching and learning conference focusing on innovative teaching strategies, active learning techniques, and high impact practices. The conference features a keynote speaker and breakout sessions where faculty are encouraged to present their best practices in teaching and learning.

Acceptable reasons to miss include the following:

- Family or medical emergency (documentation required)
- Attending the graduation of an immediate family member

Faculty should use personal leave time if an absence is unexcused.

The VPAA Office maintains records of faculty attendance at commencement, general assembly, and all-faculty meetings. The VPAA Office distributes a list of faculty who were absent to the appropriate academic leaders to be addressed in the Faculty Performance Review process. Persistent problems with unexcused absences may result in disciplinary action.

Full-Time Faculty and Syllabi

A syllabus is required for each course taught at the College. Each syllabus must be made available and be consistent with all other course information in the current Learning Management System (LMS). All syllabi shall conform to the “Course Syllabus” outline adopted by the College.

All course syllabi for the current and previous years (going back to 2007-08) are made available on the AC website. AC utilizes a common template with prepopulated information to note various policies and procedures that are applicable to each student and/or faculty member, as well as in compliance with state and federal rules and regulations.

Department chairs, directors, and coordinators are responsible for ensuring that a syllabus for each course section in their area has been published at the start of each term/semester and contains accurate information about the course, department-specific policies, grading schema, and class calendar. Problems with syllabi should be addressed immediately with the appropriate faculty member. All faculty should make the syllabus available in the LMS and review it with students once class begins.

Statement on State-Authorized Courses at Amarillo College

For-credit academic and workforce education courses offered at Amarillo College are limited to the course options available in the statewide inventory for two-year public institutions. Courses in the state-authorized lower-division Academic Course Guide Manual and Workforce Education Course Manual have specific descriptions that prescribe course content and may include specific student learning outcomes. The Texas Higher Education Coordinating Board (THECB) maintains and regularly updates these manuals. Amarillo College faculty and leaders ensure that these courses are aligned with THECB guidelines and evaluated based on student performance outcomes. Students enrolled in these courses are expected to engage with and learn course content. According to the AC Board of Regents Policy Manual, "faculty members are entitled to academic freedom in the conduct of research and teaching and are tasked with the associated responsibilities" (DGC). Students are entitled to academic freedom in the classroom, as well, and faculty "must not attempt to force on students a personal viewpoint and must at all times allow diversity of opinion.”

FWA Overload Process

Local Policy: *BOR DJ*

Regional Policy: *SACSCOC CR 6.1 states that "the institution employs an adequate number of full-time faculty members to support the mission and goals of the institution." Additionally, 6.2.b states that, "for each of its educational programs, the institution…employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review."*

FWA TIMELINE

The VPAA Office sets the timeline for the FWA process for academic leaders. This timeline will be communicated to all academic leaders for each semester and term during which an overload payroll report must be generated for full- and part-time faculty to pay them appropriately and in a timely fashion for all instructional overload/adjunct hours.

Department chairs and coordinators submit FWA to their deans and AVPAL for approval before submitting FWA to the VPAA Office. Additionally, chairs and coordinators should communicate with the deans of campus operations, for the Hereford and Dumas campuses, to ensure they know what the compensation load for faculty teaching at those campuses will be.

Additionally, the following guidelines apply to the FWA process:

- Where appropriate, the applicable section(s) will be given an overload designation in Colleague. This designation assists the Business Office with determining which department is responsible for the overload.

- Applicable lab sections will receive a .8 instructional load for each semester credit hour.

- Special assignments should be (1) loaded with a start date that corresponds to the term/class start date, and (2) described to note what the assignment entails.

- Instructional loads for part-time faculty should not be assigned at the start of the semester for any second eight-week term, even if the section has made.

- Instructional overloads for full-time faculty should be assigned at the start of the semester for any second eight-week term if the section has made, to ensure equal payments across each payroll period. If the section has not made, then no

instructional load would be assigned until the payroll period during which the section will be taught.

- Department chairs and coordinators should provide the VPAA Office with load compensation calculations when submitting FWA for clinicals, practicums, and labs to clarify how section loads were calculated.

Once FWA has been submitted to the VPAA Office, only the VPAA Office is allowed to make changes.

No later than two weeks prior to the start of any semester or term, all full-time faculty overload requests should be submitted in Drive using the FWA Overload Request template. The VPAA Office will communicate this process on a regular basis to all academic leaders.

OFFICIAL APPROVAL

A full-time faculty load is 15 semester credit hours (SCH). Occasionally, full-time faculty might be asked to teach an overload when necessary to accommodate student enrollment. These guidelines are designed to prevent faculty effectiveness from being diminished by overloads.

An overload is any assigned course that is in addition to the assigned course load that makes up a full-time faculty SCH load. Overloads must be approved according to the guidelines below.

1. The assignment of an overload up to 18 SCH will require approval from the full-time faculty member and the department chair.

2. The assignment of an overload over 18 and up to 21 SCH will require approval from the full-time faculty member, the department chair, and the appropriate dean.

3. The assignment of an overload over 21 SCH will require approval from the full-time faculty member, the department chair, the appropriate dean, and the VPAA Office.

4. When faculty teach a course in another department on an overload basis, the assignment must be approved by their immediate chair. Multiple overloads created by assignments outside the department will follow this stipulation as well as those stated in items 1, 2, and 3 above.

Notice of various levels of approval will be maintained in the VPAA Office for faculty overloads using the FWA Overload Request template housed in Drive.

SECTION CAPACITY

A note on proration: If classes are allowed to run, they will not be prorated except in specialized cases and with approval of the faculty.

Occasionally, faculty may be asked to increase section capacity to accommodate students when a new section of that course cannot be opened. In most cases, additional compensation load will not be assigned for the increased capacity, as most courses with an increased capacity end at or below the original capacity by the end of the term/semester. When the increased capacity is significant, additional compensation can be negotiated between academic leadership and the faculty member agreeing to the increased capacity.

Faculty have the option to refuse increased caps and/or overload assignments. Agreeing to an increased cap and/or overload assignment would be considered meritorious.

LOW-ENROLLMENT/CANCELLATION

One of the goals of the college is to accelerate learning so that students may complete their program of study in a timely fashion. To ensure timely completion, class cancellations are strictly monitored to prevent students from falling off their path, if possible. However, a low-enrolled class may be canceled by an academic leader, with approval from their dean, if it meets the following criteria and is not within a two-week window of the course start date:

- The section has ≤ 10 students.
- No enrolled student needs the class to graduate at the end of the semester during which it is being taught. Running a low-enrolled class to accommodate graduating students requires permission from the AVP.
- The enrolled students can be moved to another section with the same modality and, where applicable, days and time.

If there are *exceptional circumstances* warranting a cancellation during the two weeks prior to the start date of the course, academic leaders must seek approval from their dean and AVP before canceling a class. Ideally, classes should not be canceled during the week immediately preceding the start date.

If a section cancellation has been approved, the academic leader who initiated the request must do the following immediately:

- Using the student engagement portal, contact by email, phone call, or text enrolled students to provide alternative section offerings. Please note it is the responsibility of the academic leader to notify students of course cancellation.
- Contact program advisor to allow time for student planning.
- Contact the Registrar to close the section.
- Contact the bookstore to communicate potential issues with the textbook requisition for the canceled section.

After the academic leader initiates the request, the Registrar's Office will send the class cancellation list to the Financial Aid and Veterans Affairs Offices and will hold the class to cancel. The class will then be canceled within one business day.

After schedules are approved and submitted to the classroom scheduler any changes outside of the cancellation policy must be approved by the dean and AVP.

DISTRIBUTION OF COURSES

Departments and programs may implement any type of course-distribution approach for assigning faculty to courses (e.g., a lottery system). Ideally, whatever the approach, it should be clear, well-communicated, and the culmination of a collaborative effort by academic leaders and faculty. However, academic leaders should ensure that all full-time faculty have a full load and the ability to teach an overload, if desired. Moreover, academic leaders should be conscientious about how course assignments are distributed to faculty based on modality, days, and time. In other words, it is not a good practice to schedule certain full-time faculty to teach only traditional classes or evening classes, without the ability to teach online or during the day. There are exceptions, of course, but what should be avoided is (unintentionally) creating a punitive work environment for full-time faculty by restricting them excessively.

OVERLOAD ASSIGNMENTS

Overload assignments should be equitably distributed among full-time faculty. Summer teaching assignments are made on a rotating, equitable basis among interested, eligible full-time faculty.

SUMMER OVERLOAD ASSIGNMENTS

All full-time faculty are able to earn the 100% parity rate for summer classes up to 12 instructional load hours. Hours beyond that will be paid at the overload rate.

No one may teach more than 12 load hours or equivalent in the summer except in the event that no other qualified person can be found for a summer class in a given discipline. In that case, a faculty member may be allowed to teach an additional three hours at an overload stipend with AVP/VPAA approval.

Hiring Process

Local Policy: *BOR DC*

State Policy: *Rule 819.10 in the Texas Administrative Code establishes that "Texas provides, within constitutional limits, equal employment opportunities and provides rights and remedies substantially equivalent to those granted under federal law."*

The purpose of Amarillo College hiring practices is to create robust and diversified pools of qualified applicants.

The following hiring process establishes the guidelines and workflow approval for all grant- and institutionally funded full-time staff and faculty positions.

1. Seek approval for positions from the appropriate academic leadership upline: Dean, AVPAL, and VPAA.

2. Meet with a Human Resources (HR) recruiter.
    a. Develop a job description. In developing a job description, be thoughtful when determining educational requirements and experience. For faculty, required credentials should only include those written in our Faculty Qualifications and Credentialing Manual. Experience is important; however, we are always hiring for fit, so do write the description to be specific.
    b. Ensure HR is aware of any additional resources you have identified to which the job posting needs to be sent.
    c. Determine the size of the applicant pool you desire and/or the number of days (minimum 14) you would like the job advertised.
    d. Ensure HR is aware of any key words that could be used in screening applicants.

3. Establish your search committee and the roles and responsibilities of the search committee members prior to the job being posted. Develop questions that you will use in the interviews. Your committee should be diverse, should include your dean, and should include an additional member from outside your content area. Consider using an advisor, tutoring specialist, or faculty member for staff positions.

    (Let all interviewees know that the meeting with the departmental/program hiring committee is the first step in a three-step hiring process.)

4. Once the job is posted, here are the next steps for filling the position:

a. Within three business days of the position being posted, forward the names of those on your search committee to the HR recruiter.
b. Submit interview questions to HR for approval.
c. Share the Roles and Responsibilities of Search Committee Members with those selected to the search committee.
d. The search committee will be added to the team in Workable after the HR recruiter has screened the applicant pool. The hiring manager will be notified when the applicants are available for review.
e. Once the hiring manager has access, the manager should only view the applicants who are found in “Phone Screen” status. Do not view applicants in “Applied” status.
f. Wait for a response of approved interview questions before scheduling interviews. The HR recruiter will send a Candidate Evaluation Form to complete and return to the recruiter.

5. After the hiring committee selects 1-2 top candidates to move forward for further consideration, please notify the appropriate AVPAL. Send the resume/CV and committee notes on the person(s) selected to the appropriate AVPAL. After the AVPAL interviews the hiring committee recommendations, these recommendations will be forwarded to the VPAA, who has final approval prior to the remaining steps in the hiring process to be completed by HR.

6. Once a hiring decision has been made, send the following in an email to the HR recruiter:
    a. Name of chosen candidate
    b. Desired start date
    c. Primary supervisor
    d. Secondary supervisor
    e. Attachments:
        i. Interview questions and responses
        ii. Candidate Evaluation Form

HR will determine the pay rate and communicate with you prior to extending an offer contingent on a successful background check.

All communication to HR about the hiring process (including current status of an approved candidate) should be directed to the HR Recruiting email address: acrecruit@actx.edu.

Mandatory Tutoring

Local Policy: *The Tutoring for Success policy is aligned with the No Excuses Strategic Plan institutional goals of learning, completion, and equity.*

Regional Policy: *SACSCOC Principles of Accreditation Section 12*

> *Tutoring for Success applies to any student whose overall performance in the course falls below 75%. The instructor will create the task in the Student Engagement Portal (Watermark) to direct the student to the appropriate tutoring service, which may be faculty- or SI-led, discipline-specific, and/or general. The tutoring service assigned, the due date for when the tutoring must be completed, and the amount of tutoring required are at the discretion of the instructor. Additionally, the task will alert the student's success team. Students who do not fulfill the assigned tutoring task may be subject to program- and course-specific penalties that could result in a grade reduction and/or in not being allowed to progress in the course until the tutoring requirement has been satisfied.*

The following best practices will ensure that the Tutoring for Success procedure is effective for student success:

- Prompt creation of task when a student's overall course grade falls below 75%
- Assigning graded activities and/or projects early on in the term
- Timely submission of grades in Blackboard after assignment deadlines to ensure students in need of tutoring may benefit from early tutoring intervention

BACKGROUND

At the Spring 2019 AC Data Summit, the Executive Director of Institutional Research and Decision Analytics presented data demonstrating that students who had succeeded in the linear developmental education sequence (for Reading, Writing, and Math) were not completing or transferring at an acceptable rate as compared to students not in the sequence. As a result, AC moved to a 100% co-requisite model in Fall 2019 for transfer-level Math and English by removing all stand-alone development education courses and developmental education prerequisites for all other courses.

To address the needs of students, but especially those students deemed not ready for college-level coursework according to the state-approved test, the VPAA created a P.A.S.S. task force (Plan for Achieving Student Success) to work with academic leadership and faculty toward the creation of appropriate interventions, procedures, and policies to facilitate student success and support faculty beginning Fall 2019. One of the overwhelming P.A.S.S. requests, across nearly all programs of study, was for tutoring support. Consequently, the Tutoring for Success procedure was created.

IR has since determined that FTIC students who go to a tutoring center are statistically significantly more likely to be retained from fall to spring in their first year. For example, the fall-to-spring retention of FTIC 2021 students who received tutoring was 82.7%, as compared to 69.93% for FTIC 2021 students who did not receive tutoring.

Master Schedule

Local Policy: *Creating a master schedule to accommodate students and increase the percentage of full-time students in an eight-week model is aligned with the No Excuses Strategic Plan institutional goals of learning, completion, and equity.*

Program managers develop a semester schedule with input from their faculty according to the guidelines below and the timeline designated by the Registrar's Office. The Registrar's Office works with the VPAA Office, Registrar, and academic deans to establish the timeline for submitting schedules, which includes a review process to ensure that the guidelines below have been met.

If offering 16-week courses, approval is required by the VPAA Office.

GUIDELINES

- Eight-week Model: All (sections of) courses should be in an eight-week format unless excluded by prior approval through the eight-week waiver process. (reword/accurate?)
- Modes of Delivery:
    - Hybrid
        - 50% instruction in the classroom/50% instruction online
        - MW or TR (except for evening sections, which may vary)
    - Traditional
        - During the day, M-R
        - During the evening, MW or TR
    - Online: 100% online (not EOL) but may have virtual-synchronous meetings
    - Technology Supported: Designated virtual-synchronous meetings that are scheduled according to the guidelines above for hybrid and traditional modes of delivery
    - High-enrollment general education courses should be offered using a variety of delivery modes

High-enrollment general education courses may be offered in the 16-week format. Department chairs and program coordinators who intend to offer a mixture of 16- and 8-week course options should seek prior approval from their academic dean and AVP.

Scheduling:

- Standardized start and end times according to the guidelines established by the Registrar's Office
- Section balance across terms where possible, but especially for high-enrollment general education courses to ensure students are able to get back on their pathway in the second 8-week term if they are unsuccessful in a course in the first 8-week term
- Spread throughout the day where possible, but especially for high-enrollment general education courses
- Corequisite math and English:
    - Day sections of corequisite math and English:
        - Traditional M-R
        - Back-to-back
    - Evening sections of corequisite math and English:
        - Traditional, hybrid, or tech supported
        - For-credit section meets MW or TR
        - Non-credit section meets on the alternate days

TIMELINE

The schedule for FA, SP, and SU terms/semesters will be developed according to the timeline communicated by the Registrar. Academic deans will coordinate with the Registrar, Advising, and faculty leaders to develop schedules for the appropriate terms/semester.

Once schedules have been submitted to the Registrar, changes cannot be made without approval from the Academic Affairs leadership upline.

LOW-ENROLLMENT/CANCELLATION

One of the goals of the college is to accelerate learning so that students may complete their program of study in a timely fashion. To ensure timely completion, class cancellations are strictly monitored to prevent students from falling off their path if possible. However, a low-enrolled class may be canceled by an academic leader, with approval from their dean, if it meets the following criteria and is not within a two week window of the course start date:

- The section has ≤ 10 students.
- No enrolled student needs the class to graduate at the end of the semester during which it is being taught. Running a low-enrolled class to accommodate graduating students requires permission from the AVP.
- The enrolled students can be moved to another section with the same modality and, where applicable, days and time.

If there are exceptional circumstances warranting a cancellation during the two weeks prior to the start date of the course, academic leaders must seek approval from their dean and AVP before canceling a class. Ideally, classes should not be canceled during the week immediately preceding the start date.

If a section cancellation has been approved, the academic leader who initiated the request must do the following immediately:

- Using the student engagement portal contact by email, phone call, or text enrolled students to provide alternative section offerings. **Please note it is the responsibility of the academic leader to notify students of course cancellation.**
- Contact program advisor to allow time for student planning.
- Contact the Registrar to close the section.
- Contact the bookstore to communicate potential issues with the textbook requisition for the canceled section.

After the academic leader initiates the request, the Registrar's Office will send the class cancellation list to the Financial Aid and Veterans Affairs Offices and will hold the class to cancel. The class will then be canceled within one business day.

After schedules are approved and submitted to the classroom scheduler any changes outside of the cancellation policy must be approved by the dean and AVP.

SCHEDULING BEST PRACTICES

To ensure sections reach capacity, department chairs and program coordinators will follow the guidelines below:

- Do not set all high-enrollment course sections to "active" status. For high-enrollment courses, use "pending" status for some sections, as appropriate, to ensure full-time faculty-assigned sections reach capacity, inclusive of sections

that count as overload. Change “pending” sections to “active” status when capacity thresholds have been reached. Exceptions to this approach would include providing balanced offerings through the morning, afternoon, and evening to ensure students are able to enroll in needed courses.

- For summer sections, use “pending” status as appropriate to ensure that full-time faculty who want to teach in the summer have at least one summer section that makes. Change “pending’ sections to “active” status when summer sections have filled up.

This approach is financially effective and affords full-time faculty with the opportunity to teach extra classes for overload and summer parity.

STUDENT SCHEDULES

Student schedules cannot be modified without student consent. If academic leadership is unable to reach students in canceled courses, Advising will make an additional attempt. If Advising is also unable to reach the student, the student will be removed from the canceled course and notified via email. Any late registration requests from impacted students will be addressed on a case-by-case basis.

PROTOCOL FOR LATE REGISTRATION AND SCHEDULE CHANGES

1. No Late Registration / No Class Changes After Term/Section Start

- After the start date of the term, students will not be allowed to register for a class or change sections on their own through the system, even when the term start date precedes the first scheduled day of class.
- This eliminates the inconsistency created when some students are able to find alternative routes to override a closed class while others cannot.

2. Advisors as the Single Point of contact for students

- Any student requesting entry into a closed class or a schedule change after the deadline must be directed to Advising, not faculty or chairs.
- Advisors will evaluate whether extenuating circumstances exist.

3. Definition of Extenuating Circumstances

Examples include:

- Final course required for graduation
- Documented administrative error
- Financial aid or payment posting delays
- Other rare circumstances that create a barrier beyond the student's control

These cases are *not guarantees;* they simply qualify the request for consideration.

4. Faculty Input for Academic Impact (If Needed)

- Advisors may consult the instructor for insight regarding academic feasibility (e.g., likelihood of student success, lab safety issues, sequencing concerns).
- This is advisory input, not an approval step.

5. Dean Approval Required for All Exceptions

- Deans hold final decision-making authority.
- Advisors will forward verified extenuating-circumstance requests to the appropriate dean with any supporting information.
- The dean's decision will be communicated back through Advising to maintain consistent messaging.

6. Consistent Messaging

To ensure alignment:

- Faculty should respond to students with:
  "All late adds and closed-class requests must go through Advising. I'm not able to approve those directly."
- Chairs should reinforce the same message.
- Advisors and deans will follow one unified process.

Off-Campus Instructional Sites

***Local Policy**: BOR EBB*

***State Policy**: Texas Administrative Code, Title 19, Part 1, Chapter 5, Subchapter D*

***Regional Policy**: In Appendix C of the SACSCOC* Resource Manual for the Principles of Accreditation*, off-campus instructional sites are defined as "a teaching site located geographically apart from the main campus. A site at which an institution provides electronic delivery and where students go to access the support services needed is also considered an off-campus instructional site. The site is not independent of the institution's main campus."*

The off-campus instructional sites in Hereford and Dumas are not independent of the institution's main campus in Amarillo, TX. Therefore, this section delineates the various responsibilities of the Academic Affairs Division in managing faculty and curricula at these off-campus instructional sites.

Purpose: This document is designed to facilitate communication by connecting academic faculty at off-campus instructional sites to academic leadership in their respective disciplines.

The intent of this document is to provide guidelines around mentorship and faculty development; continuity in the delivery of the curriculum, on all college campuses, to ensure instructional and curricular integrity; and quality supervision and evaluation processes.

Scheduling Overview: The deans of campus operations at the Moore County and Hereford off-campus instructional sites are charged with the authority to supervise all campus operational procedures therein. This authority includes the responsibility of building a comprehensive schedule of academic, continuing education, enrichment studies, and technical/workforce education courses. Communication with academic leadership around the development of a quality schedule in a timely, collegial manner is of utmost importance.

The deans of campus operations, or their designees, will submit their tentative course schedules for final approval from the appropriate academic leaders in a timely manner. Once approval has been received from the appropriate academic leaders, the deans of campus operations, or their designees, will be responsible for submitting their course schedule to the AC Registrar's Office. Any changes to the schedule, instructor assignment, and/or course cancellations must be approved by the appropriate academic leadership in cooperation with the deans of campus operations.

Hiring: The hiring process starts with communication by the deans of campus operations with the appropriate academic leader to determine first if there is a need for

a new full-time faculty position. If the appropriate academic leader believes there are adequate numbers of part-time faculty available or that instruction can be facilitated through ITV or other cost-effective methods, the decision may be to monitor the situation for another year.

If the appropriate academic leader and deans of campus operations agree that there is a need for a new full-time faculty position and the academic department does not have adequate part-time or full-time faculty to accommodate the need, a discussion will be held with the VPAA OFFICE to obtain permission to include a new faculty position (for any academic or technical area) in the upcoming budget. Enrollment data and financial projections showing the need and ability to fund the proposed position will be presented in the justification proposal.

If permission is granted, it will be the responsibility of the academic leader who is the hiring manager for the applicable faculty position, with input from the deans of campus operations, to post the job following the approved procedures established by Human Resources. The deans of campus operations and appropriate academic leader will co-chair the hiring committee. The academic leader is solely responsible for determining that potential full-time hires are SACSCOC qualified, according to the AC Faculty Credentials and Qualifications Manual, to teach in the discipline for which they are being considered through the hiring process.

The procurement of adjunct/part-time faculty will require communication and coordination between the deans of campus operations and appropriate academic leaders. The academic leader is solely responsible for determining that potential part-time hires are SACSCOC qualified, according to the AC Faculty Credentials and Qualifications Manual, to teach in the discipline for which they are being considered through the hiring process.

The deans of campus operations will verify that budgetary funds are available and the budget code is correct.

Evaluations: The part-time faculty evaluation process will be initiated by the appropriate academic leader using the approved process with Human Resources for adjunct evaluations. This timeline is set by Human Resources and the office of the VPAA.

Full-time faculty evaluations (Faculty Performance Review) will be conducted in accordance with policy stated in the Amarillo College Board Policy Manual. The Faculty Performance Review process will be initiated by the appropriate academic leader. The academic leader will communicate with the Dean of Campus Operations throughout this evaluation process to solicit input for consideration on the full-time faculty member's performance. The academic leader is solely responsible for completing and signing off on the FPR process.

Faculty Workload: The appropriate academic leader is solely responsible for assigning accurate instructional loads for off-campus instructional site part- and full-time faculty under the leader's academic purview. The academic leader must adhere to the faculty workload guidelines on overload designations and proration (where applicable) for all academic terms. The academic leader should be in communication with the appropriate deans of campus operations to determine the accuracy of instructional loads. However, the academic leader is solely responsible for determining accurate instructional loads and submitting faculty workload to the VPAA Office.

After the faculty workload has been submitted to the VPAA Office, any changes to faculty workload must be approved and executed by the VPAA Office in communication with the deans of campus operations and appropriate academic leader. The deans of campus operations, as the budget officers for their respective campuses, will be consulted by the academic leaders before overload or special assignments are assigned to make sure the budget dollars are available and that the deans of campus operations agree an overload or special assignment is warranted and cannot be covered by other staff.

Part-time and full-time faculty who commute to the instructional sites in Hereford and Dumas may receive mileage reimbursements. However, full-time faculty whose position is in the budget for one of these off-campus instructional sites will not receive mileage reimbursement for commuting. Additionally, part-time and full-time faculty will not be reimbursed for meals as part of their commute to these campuses.

Office Hours

***Local Policy**: The AC mission, vision, values, and No Excuses 2020 Strategic Plan require high-level faculty-student engagement that in part is achieved through regular office hours.*

***Regional Policy**: SACSCOC CR 2.1 states that "the institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service."*

Before the start of each course term, full-time faculty are required to post office hours in their online and print syllabi, as well as make them available to their department/program. A mixture of campus and online office hours is acceptable. Departments/programs, inclusive of faculty and academic leaders, have the discretion to determine what defines the regular holding of office hours and the expectations for campus presence.

Important to note is that the college does not require a one-size-fits-all approach to office hours and campus presence. Indeed, what is appropriate for one discipline or even course may not be appropriate for another. The main goal of office hours and campus presence is supporting student success, and that should be the guiding principle when determining departmental/program-specific practices. For example, a fully online program may not require faculty to hold on-campus office hours to support students in the online program, though a mixture of virtual and campus-based office hours could be appropriate.

Specific expectations for office hours and campus presence may be accessed in the appendix.

Prior Learning Assessment

Regional Policy: *Per SACSCOC Standard 9.4, "At least 25% of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree. Credits 'earned through instruction offered by the institution' would not include coursework transferred from other institutions, prior learning assessments, AP or CLEP credits (or credit by examination), or credits earned through a consortium that did not originate from the institution."*

Amarillo College allows up to 36 semester credit hours for Prior Learning Credit with additional considerations given to credit earned by licensure. Academic departments have the freedom to grant credit based on their individual departmental Prior Learning Credit policy.

The types of Prior Learning Credit that Amarillo College accepts are as follows:

Conversion of Continuing Education (CE) Credit
Credit by Departmental Exam
Credit by Exam (ACT, AP, CLEP, SAT)
Credit by Experience **(External verification required)**
Credit by Licensure
DANTES test scores for military students
High School Articulated Credit
International Baccalaureate (IB) Credit
Professional Certifications
Portfolio

* https://www.actx.edu/ie/pla

Program managers and/or advisors petitioning for PLC on behalf of a student should seek assistance from the Director of Institutional Effectiveness, Director of the Registrar's Office, and the appropriate academic leadership upline if there are questions about the possibility of awarding PLC.

Textbooks

***State Policy**: Texas Administrative Code Rule 9.73a restricts state funding to approved lower-division academic courses in the Academic Course Guide Manual (ACGM). Courses in this guide typically have clearly defined outcomes based on the course description and the content topics therein. All course materials (including textbooks) should be consistent with the course description and outcomes, where applicable.*

Faculty shall suggest to the department chair instructional materials to be used for courses taught by the faculty, but final decisions concerning materials to be used in a course are made by the department chair, as determined by the course redesign process and/or in situations where a common course curriculum has been created.

Accurate textbook requisitions should be submitted to the AC bookstore textbook buyer by the designated deadline for fall, spring, and summer terms. A listing of required textbooks must be provided in all instructor syllabi.

Textbook Conflict of Interest Procedure

This procedure applies to instructors or departments that stand to profit from the sale of textbooks or any course materials.

Before an instructor profits from the sale of textbooks or any course materials to students, the instructor must obtain preapproval from the Vice President of Academic Affairs (VPAA) who shall consider the matter after a written recommendation to approve or deny from the instructor's program coordinator, department chair, and dean as appropriate. The VPAA shall disclose to the instructor the rationale for denying the use of a textbook or any course materials.

Before a department profits from the sale of textbooks or any course materials to students, the department must obtain preapproval from the VPAA who shall consider the matter after a written recommendation to approve or deny from the appropriate academic dean. The VPAA shall disclose to the department the rationale for denying the use of a textbook or any course materials.

The following criteria *will be considered*:

- the extent to which the instructor or department stands to profit
- the textbook or course material is appropriate for the ACGM or WECM course description (and student learning outcomes when applicable)
- the textbook or course material is reasonably priced
- the textbook or course material has been peer-reviewed
- the textbook or course material has been adopted at other schools

Course notes, PowerPoint presentations, and handouts cannot be sold to students for personal profit.

Instructors who circumvent this policy will be subject to disciplinary action.

Appeals Process: If an instructor or a department is dissatisfied with the VPAA's decision to deny the use of a textbook or any course materials, the instructor or department may appeal the decision to the Faculty Senate. The Senate will review the written recommendations from the approval process, as well as meet with the instructor or department and VPAA. If the Senate disagrees with the VPAA's decision, the Senate will make a recommendation to the president who will decide whether or not to approve the use of the textbook or course materials.

Supervisor's Responsibility: Immediate supervisors over instructors who are circumventing this policy must report the violation to HR.

Appendix

OFFICE HOURS

Liberal Arts

Behavioral Sciences

Full time faculty are expected to hold one hour a week of physical office hours for every 3 hour course they are teaching per 8 weeks (example: faculty teaching 3 classes for Spring 1 then they must have at least 3 office hours per week)

This time does not include time spent on weekends or evening responding to emails or other forms of communication.

Office hours must be accessible to students who are enrolled in their classes. If the office hours are not accessible to all students, full time faculty must be willing to make other arrangements to meet with the student out of the designated office hour time. These meetings can be via zoom or other forms of technology if applicable.

English

Full-time faculty are expected to hold four (4) physical on-campus student office hours per week. Full-time faculty must be willing to make appointments with students if a student cannot attend the office hours provided. These meetings can be via Zoom or other forms of technology if applicable.

Adjunct faculty must be willing to make an appropriately timed student office hour appointment with students. These meetings can be via Zoom or other forms of technology if applicable.

Office hours must be clearly posted as Student Office Hours and responses must be made in a timely manner; they must also be time-accessible to students who are currently enrolled in a course.

All communications with students should be initially addressed within 24 hours.

Social Sciences

Full-time faculty are expected to hold one hour a week of physical office hours for every 3 hour course they teach (example: if a faculty member teaches 3 classes a given semester, he/she must hold a minimum of 3 hours of physical office hours per week).

This time is exclusive of time spent on weekends or evenings responding to student emails or other forms of communication.

Office hours need to be accessible to students who are currently enrolled in their classes.

Full-time faculty must be willing to make appointments with students if a student cannot attend the office hours provided. These meetings can be via zoom or other forms of technology if applicable.

Philosophy and Humanities

Full-time faculty hold a minimum of four office hours per week, 50% of which may be by video conference. On-campus adjuncts hold one hour of office hours per week, on campus. Online adjuncts are available for one hour a week, by videoconference.

Creative Arts

Music and Theater

Music and theatre are collaborative and performance driven subjects, demanding a high level of involvement with students and other faculty.

Due to the time-intensive and immersive nature of music and theatre coursework with faculty and students, office hours may include time in applied lessons, practicum, and rehearsals. All faculty should make every effort to respond to student correspondence within 48 hours. Full time faculty must post office hours in course syllabi and on office schedule

Juries

Full time faculty are required to serve on the jury panel each semester for their program. Applied lesson faculty should make every effort to attend music and theatre juries for their student(s).

Education

Current Office hours for the 8-week session will be posted on the main office suite and faculty doors, and updated in the syllabus for each 8-week session.

Department policy for each faculty member (full-time and adjunct) is to frequently check email and voicemail and return emails/calls promptly. Online instructors are expected to check email regularly and on weekends because students who generally take online classes have questions on the weekends when completing homework.

Department policy for each faculty member is to assist students when needed, not just confined to a specific block of time. Faculty are to be available before and after class time as necessary. Returning emails outside of posted office hours, whether at night or on weekends, is considered holding official office hours.

Business

For each in-person (seated) course, instructors must hold a minimum of one office hour per class. For online, extended online, or tech-supported courses, instructors are required to offer at least one office hour—either in-person or virtual—per course each semester. Business Faculty members are required to attend all department functions. If it is not excused, it will be an automatic write-up.

STEM

Math, Engineering, and Drafting

Office Hours: one hour per class per week during the semester. Office hours may be held in our office, immediately following our class in the classroom, if another class is not assigned the room for the next class session, and/or online. Office hours are held for teaching preparation, student advising, and other incidental tasks required for teaching.

Physical Sciences

Each faculty member is expected to hold office hours, at 1 hour per week per class. (One class is considered to be a lecture/lab combination.) This can be either in-person or virtual but at least half of the hours must be in-person.

Semester schedule listing your classes and office hours should be posted on or near your office door no later than the first day of class.

Biology

Faculty will maintain one office hour per week for every course section taught during the semester. Office hours are to be held on multiple days and at times convenient for students, such as prior to and after scheduled classes and labs. These hours may include various faculty duties, such as working on projects, class materials, committee responsibilities, library research, etc.

Faculty office hours and class schedule will be posted near the faculty offices and a copy provided to the department secretary by the first week of class. Faculty will post notification when they will not be available for office hours.

Instructor shall give his/her best effort to respond to student's e-mail correspondence within 24 hours except on weekends and holidays.

Part-time faculty should be available at least 15 minutes before class and stay after class if needed for up to 30 min.

Meeting/Campus availability: Keep your Outlook calendar up to date. Mark your office hours as tentative.

CIS

Office Hours: For each in-person (seated) course, instructors must hold a minimum of one

in-person office hour per semester. For online, extended online, or tech-supported courses, instructors are required to offer at least one office hour—either in-person or virtual—per course each semester.

Meeting/Campus availability: Keep Outlook calendar up-to-date. Mark office hours as tentative.

Adjunct Rules: Adjunct Instructors are not required to have office hours, but all other Departmental Policies apply.

Health Services

Allied Health

Full-time faculty must be accessible and responsive to students, which includes interactions during clinicals, labs, simulations, tutoring sessions, and test reviews.

Faculty must respond to student correspondence within 48 hours, or the next workday when correspondence occurs over long weekends or holidays whether the communication is face-to-face, virtual, or via email.

Faculty are required to post their office hours in the course syllabi and on their office schedule with the dean's office.

Nursing

When working off-site for activities other than clinicals, faculty must notify nursing leadership and the nursing office to facilitate communication and ensure safety and security.

Notification Method: Faculty can either submit written daily notification or provide a semester-long written schedule in advance. Notifications must be submitted in writing via email to departmental Leadership.

Full-time faculty must be accessible and responsive to students, which includes interactions during clinicals, labs, simulations, tutoring sessions, and test reviews.

Faculty must respond to student correspondence within 48 hours, or the next workday when correspondence occurs over long weekends or holidays whether the communication is face-to-face, virtual, or via email.

Faculty are required to post their office hours in the course syllabi and on their office schedule with the nursing office.

Industry

Faculty in the skilled trades programs are required to make themselves available one hour before or one hour after each class, depending on the start time of the class (morning, afternoon, and evening).

Public Service

Office hours for full-time faculty working in the Public Service Programs are provided herein. These are based on the expectations of the Dean of Public Service Programs, historical practice, employee handbook, and the input provided by faculty. For the purposes of this document, office hours refers to being physically present in the workplace. Actual availability to students will be determined each semester by the faculty in consultation with their supervisor. It should be noted that due to the wide differences in each program's length, course offerings and modalities, and faculty assigned months of service, each program within the Public Service Community has varying office hour expectations.

Law Enforcement Academy

These are 12-month positions. The law enforcement academy meets in person for over 10 months out of each year, generally from 7:30am-5:30pm Monday-Friday, and there are administrative duties to accomplish throughout all 12 months.

Fall/Spring/Summer: Faculty should be physically present and available to students, supplemental instructors, and staff during much of this time. A typical 40-hour a week presence in the workplace is expected, although this can be accomplished with varying hours and through consultation with supervisors. Exceptions/adjustments can be made within each week depending on the needs of the employee. Holidays and summer hours are provided in accordance with 12-month employees.

Criminal Justice Degree Programs

These are 9-month positions. The criminal justice academic programs currently provide 100% of instruction online.

Fall/Spring: Faculty should be physically present for 12 hours of each week to support students and staff, generally Monday-Thursday, and still be available during other times and on Fridays for special appointments and meetings. These hours should be scheduled in consultation with supervisors, and exceptions/adjustments can be made within each week depending on the needs of the employee. Due to the 100% online instruction and the flexibility given in office hours, faculty must be reasonably available and responsive to students and staff by email/text/phone/virtually during other hours and weekends. Holidays and breaks are provided in accordance with 9-month faculty positions.

Summer: Faculty are not expected to be physically present except by special appointments or meetings that are directly related to their summer workload and/or program coordinator responsibilities.

Fire Protection Technology

These positions are 10/11-month positions. The traditional fire academy meets in person for approximately 9 months out of each year, generally from 6:45am-5:15pm Monday-Friday, and the hybrid academy meets online for lecture and in person for several weekends each semester. There are administrative duties to accomplish throughout all 12 months.

Fall/Spring: Faculty should be physically present and available to students, supplemental instructors, and staff during much of this time. A typical 40-hour a week presence in the workplace is expected, although this can be accomplished with varying hours and through consultation with supervisors. Exceptions/adjustments can be made within each week depending on the needs of the employee. Holidays and breaks are provided in accordance with 10/11-month faculty positions.

Summer: Due to the absence of program students, faculty are given great flexibility during this time and are not expected to be physically present on a set schedule. Work hours will be conducted in consultation with their supervisor. Administrative tasks, physical fitness testing, equipment repairs and conditioning, CE class offerings, etc. may be required during this time. Special appointments or meetings that are directly related to their workload and/or program coordinator responsibilities may also be scheduled.

EMSP

These positions are 11-month positions. The EMSP programs are instructed through a combination of lecture, lab, and hybrid offerings and at varying times depending on the course, semester, and the instructor.

Fall/Spring/Summer: Faculty should be physically present and available to students, supplemental instructors, and staff during lecture and lab times. Faculty should be physically present for at least 24 hours of each week to support students and staff and perform any special assignments, with Fridays generally ending at noon. Exceptions/adjustments can be made within each week depending on the needs of the employee. Availability during other times for special appointments and meetings may be required. Due to the hybrid instruction and the flexibility given in office hours, faculty must be reasonably available and responsive to students and staff by email/text/phone/virtually during other hours and weekends.