



Frederick Community College
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**Section FH - 1.00 FACULTY EMPLOYMENT &
ASSIGNMENT POLICIES & PROCEDURES**



Section: FH - 1.10
Title: Full-Time Faculty Job Description

Essential Functions:

- A. Facilitate Student Learning
 - 1. Prepare, deliver, and assess learning activities that are consistent with Core Learning Outcomes
 - a. Provide instruction using discipline-specific technology, educational standards of delivery, and a variety of methods of instruction
 - b. Improve student learning by keeping abreast of advances in pedagogy
 - c. Participate in review of curriculum process
 - 2. Actively engage students in critical thinking, meta-cognitive processes and interpersonal workplace skills
 - a. Cultivate open-minded inquiry
 - b. Encourage thoughtful, self-reflective assessment
 - c. Promote cooperation and mutual respect among students
 - 3. Infuse multicultural and diverse perspectives into the instructional process as appropriate and conduct classes in a manner that demonstrates respect for individual and cultural differences
- B. Provide Service to the College and Community
 - 1. Serve on college and campus-wide committees
 - 2. Participate in department meetings
 - 3. Engage in activities which enhance the college's relationship to the community
 - 4. Participate in professional organizations
 - 5. Participate in peer evaluation processes and review of evaluation instruments
 - 6. Mentor new and junior faculty
- C. Maintain Professional Development
 - 1. Seek out current developments and information within discipline
 - 2. Identify and implement, as appropriate, innovative pedagogical practices
 - 3. Strive to understand and use technology as it applies to pedagogical standards of delivery within the discipline and as it is appropriate for the student population
 - 4. Apply technology or other skills to tasks designated by the administration and professional development opportunities

Other Expectations:

- A. Provide instruction in such courses, weekdays or evenings, as assigned by the Vice President for Learning or Saturdays/Sundays by mutual arrangement
- B. Undertake the normal teaching load of 30 credit hours within each contract year
- C. Support the stated mission, policies, and procedures of Frederick Community College
- D. Serve timely notice if unable to attend class or scheduled meetings
- E. Submit as requested syllabi, textbook orders, and other instructional materials

- F. File and update personnel forms required for employment
- G. Post and maintain one office hour equivalent per 3-credit class of normal teaching load
- H. Be present at Commencement, Convocation, Focus On Excellence, and meetings of the faculty called by the Vice President for Learning.

Section: FH - 1.11
Title: Additional Conditions of Employment for Full-Time Faculty
(FCC Procedure 3.12b)

A. Conditions and Responsibilities of Employment for Faculty

Faculty should give evidence of an understanding of the community college movement as a whole. Faculty should demonstrate willingness to further the objectives of Frederick Community College by supporting the stated policies, rules, and regulations of the College and interpreting them faithfully and accurately to the students and public.

1. Provide instruction in such courses, day or evening, as assigned by the chief academic officer.
2. Undertake the normal teaching load of 15 credit hours or a maximum of 20 credit hours per semester.
3. Establish, post, and maintain five office hours each week during the academic year.
4. Perform those instructional responsibilities and extracurricular responsibilities as assigned by the chief academic officer.
5. Serve on permanent and ad hoc committees as required.
6. Assist in curricular development and revision.
7. Faculty attendance and participation in faculty meetings and professional activities, which will normally be held during block time, are required (Part-time faculty may be excused).
8. Support and abide by the local, State and federal laws that affect this College and demonstrate support for these to students and public.
9. Full-time faculty members must request permission from the chief academic officer to accept employment in addition to their contractual agreement at the College. Approval is at the discretion of the President upon recommendation by the Vice President.
10. Keep abreast of developments in one's field of specialization.
11. Uphold the ethics of the teaching profession.
12. Be properly prepared to conduct classes, laboratories and other meetings involving instruction.
13. Be punctual in convening and dismissing scheduled classes and other meetings.
14. Serve proper notice if unable to be present for class or scheduled meetings.
15. Make appropriate arrangements to have the necessary equipment, materials and supplies available for instruction.

16. Report student progress to the administration according to the published rules and regulations governing same.
17. Keep students aware of their academic progress.
18. Contribute to the ethical and moral development of the students as conditions warrant.
19. Submit as notified course outlines, examinations, textbooks, instructional materials and orders for supplies.
20. File on schedule those personnel forms required for employment and update personnel forms as requested by the Human Resources Office.
21. Serve as an academic advisor to students.
22. Sponsorship of student extracurricular activities is voluntary (not applicable to part-time).
23. Faculty may be required to be present on campus for up to four (4) scheduled in-service days between August 1 and May 31 and will be required to attend Commencement. In-service days will include planned activities, such as convocations, professional development, department/division meetings and advising. It is further recognized that faculty invest additional days on or off campus prior to each semester preparing for their teaching assignments.
 - a. On occasions, between August 1 and May 31, certain College activities, such as interviewing prospective faculty and responding to State mandates, will necessitate faculty participation at times when faculty are not ordinarily on campus. It will be expected that certain faculty whose role is related to these activities will participate in these activities if at all possible and that notification will be provided those faculty as far in advance as possible. Every effort will be made by administration to accommodate commitments previously made by faculty.

B. Resignation

If a faculty member wishes to terminate employment prior to the expiration of the contract period, a request for waiver to terms of the appointment must be made to the President at least ninety days in advance of the date of contract expiration or the date of the proposed termination. The Board of Trustees, upon recommendation of the President, shall decide whether to waive the appointment terms.

Section:	FH - 1.12
Title:	Qualifications for Academic Rank Full-Time Faculty

Please reference *FCC Procedure 3.12b* for information regarding qualifications for academic rank.

Section:	FH - 1.13
Title:	Adjunct Faculty Job Description

Approved FCC Job Description

Adjunct Faculty	Approved by LLC on July 28, 2004
Job Code: Adjunct Faculty	Eligible for Overtime: No
Salary Plan and Grade: Adjunct Pay Scale	

General Description of the Job

Create a premier student-centered learning environment in assigned course(s) accessible to individual learners with diverse educational needs and goals.

Essential Functions

The following are the functions essential to performing this job.

1. Facilitate Student Learning:

a. Prepare, deliver, and assess learning activities that are consistent with approved course Core Learning Outcomes:

1. Provide instruction using discipline-specific technology, appropriate and effective standards of delivery, and a variety of methods of instruction.
2. Improve student learning by utilizing advances in pedagogy.
3. Provide timely and effective methods of learning progress reports to students.

b. Actively engage students in critical thinking, learning processes and interpersonal workplace skills:

1. Cultivate open-minded inquiry.
2. Encourage thoughtful, self-reflective assessment.
3. Promote cooperation and mutual respect among students.

c. Infuse multicultural and diverse perspectives into the instructional processes as appropriate and conduct classes in a manner that demonstrates respect for individual and cultural differences.

d. Provide method for students to leave messages and respond to those messages promptly.

2. Participate in Professional Development:

a. Complete orientation process for adjunct faculty.

b. Seek out current developments and information within discipline

c. Identify and implement, as appropriate, innovative pedagogical practices

d. Strive to understand and use technology as it applies to pedagogical standards of delivery within the discipline and as it is appropriate for the student population.

3. Professional Responsibilities:

a. Submit and update personnel forms required for employment.

b. Review legal policies that apply to teaching.

c. Be familiar with advancement and evaluation processes and procedures.

d. Participate in training directly related to classroom technology utilization.

e. Submit course syllabi utilizing accepted format and other required instructional materials.

f. Provide timely notice if unable to attend class or scheduled meetings.

g. Submit grades electronically as required by registrar's office.

h. Participate as required in academic grievance process.

i. Support the stated mission, policies, and procedures of Frederick Community College.

Other Functions

Individuals in this job may be invited to participate in one or more of the following tasks:

- a. Serve on college and campus-wide committees.
- b. Participate in department meetings.
- c. Engage in activities that enhance the college's relationship to the community.
- d. Participate in professional organizations.

Required Knowledge, Skills, and Abilities

The individual in this job must possess these skills and abilities or be able to explain and demonstrate that they can perform the essential functions of the job, with or without reasonable accommodation, using some other combination of skills and abilities:

1. Demonstration of knowledge and skills required to teach the Core Learning Outcomes of the assigned course(s), such as: workplace documentation, discipline-related Bachelor's/Master's degree, appropriate post-secondary education, and/or portfolio.
2. Experience and/or strong interest in teaching courses online.

Qualification Standards

1. Education: Varies according to education needed to teach course core learning outcomes.
2. Successful experience: Varies according to experience needed to teach course core learning outcomes.
3. Other preferences: Varies according to course assigned.

Performance Standards

The criteria for evaluation in this position include, but are not limited to, the following:

1. Supervisor or supervisor's designee performance feedback (teaching observation and/or student evaluation review).
2. Peer evaluation process.
3. Student evaluations.
4. Essential functions of the job description.

Note: The College reserves the right to change or reassign job duties, or combine positions at any time.

Section:	FH - 1.14
Title:	Adjunct Faculty Pay

The following chart reflects the current adjunct faculty pay scale:

Pay Rate	Criteria
\$650	Entry Level
\$700	Intermediate Level
\$750	Master Level

Above criteria includes the need to review experience and evidence of professional development (FCC/FCPS/college). Top of scale does specifically require FCC adjunct experience.

Guidelines

1. It is the responsibility of the Department Chair/Program Manager to recruit and hire the adjunct faculty qualified to teach courses supporting FCC's established process. The process includes the recruitment, selection and hiring procedure, a reference to the approved job description, performance feedback procedures and the adjunct orientation requirement.

2. It is the responsibility of the Department Chair/Program Manager to determine the appropriate pay rate for adjunct faculty. It is the responsibility of the Academic Office Manager to support the Department Chair/Program Manager by preparing contracts for adjunct faculty in a timely manner.

Initial Placement

- Adjunct faculty are hired based on discipline required educational credentials.
- **30 hours/credits at the college level equals a year.** *Each full year of secondary/elementary is credited with one-half of a year.*
- Previous experience and professional development (degrees, certifications, etc.) determines where initial placement occurs.

Movement on Scale

- Change in the adjunct faculty pay rate is determined by the Department Chair/Program Manager/Coordinator.
- It is the responsibility of the adjunct faculty to present documentation of amount of positive teaching experience at FCC and other colleges to the Department Chair/Program Manager/Coordinator for the purpose of increasing payment on the scale.
- It is the responsibility of the Department Chair/Program Manager/Coordinator to keep a record of the rationale and decision to increase pay for each adjunct faculty.

3. It is the responsibility of the Associate Vice President/Dean and the Vice President of Learning of the College to monitor and support the effective hiring, performance feedback procedures and support of adjunct faculty by Department Chairs. It is the responsibility of Department Chairs to monitor and support the effective hiring, performance feedback procedures and support of adjunct faculty by Program Managers and Coordinators.

Section: FH - 1.15 Title: Faculty Roles Advisor
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Program planning and academic advising consist of much more than course selection and scheduling. The process of academic advising should include exploration of life goals, exploration of vocational goals, program choice, assessment, course choice, and scheduling of classes.

All new students will receive initial advising and first semester course approval from the Student Development staff. During the subsequent semester, those full-time students who have declared a program of study other than General Studies will be assigned a faculty advisor by the appropriate Department Chair. General Studies, undeclared, and part-time students will be referred to the Student Development staff for advising.

AT EACH REGISTRATION PERIOD, STUDENTS ON ACADEMIC PROBATION AND STUDENTS ENROLLING IN OR EXITING DEVELOPMENTAL ENGLISH COURSES ARE REQUIRED TO HAVE AN ADVISOR'S SIGNATURE ON THE REGISTRATION FORM. If the advisor is unavailable, the appropriate Department Chair may sign the registration form. By signing the registration form, the advisor is insuring that the student is taking the courses most appropriate for the student's goals and abilities, and in accordance with College policy.

To assist faculty in their role as advisors, the College provides access to several resources which contain specific and detailed information regarding advising procedures, graduation requirements, transfer information, etc. These resources include:

- Individual Transfer Guides (lists current general education requirements and general admission information for colleges transferred to most frequently);
- an "Academic Advising Handbook" (contains general procedures, course by course equivalents for selected schools, program requirements, etc.);
- and a computer based transfer information system called "ARTSYS," which lists program requirements and course equivalencies for four-year Maryland public universities.

Additionally, the counseling staff offers voluntary academic advising workshops and *skilled advisor*, a comprehensive advising training program, to assist faculty in keeping current in this area. All faculty have computers to assist in this process. Faculty members should consult with their Department Chair to discuss any additional assistance required by them to carry out their advising responsibilities. Following is a list of responsibilities of faculty related to advising.

ADVISOR RESPONSIBILITIES

1. The advisor is responsible for meeting students during the registration period to help them formulate appropriate educational plans.
2. The advisor creates a caring relationship conducive to open communication and trust.
3. The advisor assists students in identifying educational and career goals.
4. The advisor assists students in developing an academic plan which actualizes goals and objectives consistent with the students' abilities and interests.
5. The advisor is responsible to participate in advising training as necessary to remain knowledgeable about college policies, procedures, prerequisites, and college regulations, as well as program and graduation requirements. Additionally, advisors should be familiar with academic requirements of receiving institutions for transfer purposes. Sources of information include the college catalog, student handbook, printed transfer sheets (available from the Counseling Department), advisor training sessions, counseling staff, and the computerized, statewide

transfer information system ARTSYS. The Advising Manual should be updated regularly and reviewed prior to the start of each semester registration.

6. The advisor encourages students to take an active role in planning their academic program, and guides in the selection of courses which fulfill the liberal arts core requirements, major course of study requirements, and appropriate electives.
7. The advisor serves as a primary communication course for students, providing current information about academic policies, procedures, regulations, and programs.
8. The advisor has knowledge of College referral sources and services (such as tutoring, developmental support courses, study groups, or counseling) which may assist students in their educational, career, and/or personal development. When appropriate, the advisor may act as a referral agent.
9. The advisor is a listener and facilitates students' growth in the areas of academic, career, and personal concerns.
10. The advisor confronts students openly and honestly on issues of integrity, academic honesty, behaviors, rights, and responsibilities.
11. The advisor ensures that a record of the advising notes is entered into the computer in a timely fashion.

(Please note: The faculty advisor is an informational source for the purpose of academic advisement. Consequently, the student accepts responsibility for making decisions and the consequences of those decisions.)

Section: FH - 1.16 Title: Faculty Role as Department Chair

General Description of the Job

A Department Chairperson manages the academic department. A Department Chairperson is a member of the faculty with administrative responsibilities. The chair is elected by department colleagues for a three-year renewable term. The chair reports to the Associate Vice President/Dean. The chair may be assisted in some of these responsibilities by Program Managers and Coordinators.

Essential Functions

The following are the functions essential to performing this job.

1. Develop and manage department budgets.
2. Develop and recommend CIP requests, budget requests and staffing requests.
3. Chair search committees for the recruitment, interviewing, screening and hiring of full-time faculty and staff.
4. Supervise, manage and evaluate full-time faculty and staff.
5. Provide performance feedback to Program Managers.
6. Recruit, interview, screen, and hire adjunct faculty.
7. Chair or designee to provide performance feedback to adjunct faculty.
8. Encourage and support professional development for full-time faculty, adjuncts, and staff.
9. Make recommendations and provide documentation concerning personnel issues.
10. Handle complaints, concerns, problems that are student related and involve full-time and adjunct faculty within the department.
11. Develop the departmental mission and goals, educational goals and objectives, and the annual plan for the department.
12. Work with Program Managers and faculty to assess curriculum and programs and assist in preparing accountability reports.
13. Assist Program Managers and faculty in the development and modification of programs and courses appropriate to the department.
14. Resolve problems involving classroom atmosphere, student behavior, and/or facilities.
15. Schedule classes and assign instructors.
16. Assist the faculty, staff, and students to ensure that the highest quality education is provided.
17. Advise the AVP/Dean or Vice President for Learning on academic issues and college-wide concerns.
18. Participate on LLC to provide the academic leadership for the college.

Other Functions

Individuals in this job may be assigned one or more of the following tasks on a rotating or as-needed basis.

1. Serve on college wide committees.
2. Call and chair department meetings.
3. Implement college policy.
4. Prepare department and program reports required by college, AVP/Dean or Vice President for Learning.
5. Manage the department advising system.
6. Advise the AVP/Dean or Vice President for Learning of the needs and concerns of the department.
7. Represent the AVP/Dean and Administration to the faculty and represent the department to the AVP/Dean and the College.
8. Other duties as assigned.

Evaluation

The Associate Vice President or Vice President for Learning is responsible for evaluating the faculty member in his/her role as Department Chair.

Section: FH - 1.17
Title: Faculty Role as Program Manager/Coordinator

General Description of the Job

A Program Manager/Coordinator is a member of the faculty designated to serve as manager/coordinator of an occupational or academic area. The manager/coordinator teaches regularly scheduled classes with three credits re-assigned time (unless otherwise specified) and assists a Department Chair in the development, delivery, and evaluation of College education programs. The appointment is annual with no vested continuing rights. The manager will be chosen by the Vice President for Learning and reports to a Department Chair.

Essential Functions

The following are the functions essential to performing this job.

1. Oversee the development of the program mission and goals.
2. Call and chair meetings of the program's Lay Advisory Committee and coordinate follow-up activities on their recommendations.
3. Articulate and market the program to the appropriate community sector.
4. Work with colleagues in the development and modification of courses and programs appropriate to the department or program area.
5. Develop with colleagues the annual program budget for presentation to the Department Chair.
6. Conduct classroom visitations for all adjunct faculty in the program according to college guidelines.
7. Work with colleagues to develop suggested classroom schedules to be submitted to the Department Chair.
8. Provide adjunct faculty with instructional support.
9. Staff part-time faculty positions in conjunction with the appropriate Department Chair.
10. Provide performance feedback to adjunct faculty.
11. Serve on committees when appointed or elected.
12. Coordinate program advising system.
13. Call and chair program meetings.
14. Prepare program reports as requested by the Department Chair.
15. Advise Department Chair of the needs and concerns of the program.

Evaluation

The Department Chair is responsible for evaluating the faculty member in his/her role as Program Manager/Coordinator.

Section: FH - 1.18 Title: Faculty Conduct
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ACADEMIC FREEDOM

The principle of Academic Freedom for all professional employees of the College is consistent with the following statement adopted by the American Association of University Professors.

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The teacher is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject...

The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and his/her institution by his/her utterances. Hence, he/she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is an institutional spokesperson."

CODE OF ETHICS

FACULTY MEMBERS¹, guided by a conviction of the worth and dignity of all human beings, recognize the special responsibilities placed upon them. To meet these responsibilities, they devote their energies to developing and improving their professional competence. They accept the obligation to exercise critical self-discipline and judgment in dealing with students and colleagues and to practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their professional responsibilities.

AS PROFESSIONALS dealing with students, faculty members encourage the free pursuit of learning and protect the academic freedom of students. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guides or counselors. They make every effort to foster honest academic conduct and to assure that all of the interactions with students reflect their true merit and human dignity. Faculty members respect the responsible nature of the relationship between faculty member and student but avoid any exploitation of students for private advantage. Faculty members neither overtly nor covertly solicit students or colleagues for personal gain. Other than the contracted salary, faculty members will not accept compensation for the delivery of professional services nor seek to acquire private financial advantage from their contacts with students.

AS COLLEAGUES, faculty members have obligations that derive from common membership in the college community. Faculty members respect and defend the free inquiry and free speech of their associates. In the exchange of criticism and ideas, they show due respect for the opinions of others, acknowledge professional debts, give full credit for the contributions of colleagues, and strive to be

¹Faculty members as used here includes all full-time and adjunct faculty.

objective in professional judgments of colleagues. Faculty members accept their share of responsibilities for the governance of the institution.

AS MEMBERS OF THE INSTITUTION, faculty members seek above all to discharge their professional responsibilities effectively and to the best of their ability. Faculty members seek individual and institutional professional development. Recognizing that without new ideas an institution will fail to grow, faculty members meet their responsibility to provide those ideas. Provided that the stated regulations of the institution do not contravene academic freedom the faculty member abides by them and through proper channels helps determine them. Faculty members maintain, however, the right to criticize and seek revision of those regulations but always in a fashion that will not intentionally do harm to the institution. Remembering that their paramount duties are within the institution, faculty members do not take on so many outside responsibilities that their primary duties suffer. When considering the interruption or termination of their service, faculty members recognize the effect of their decision on the institution and give notice of their intentions, as prescribed in the contract.

AS MEMBERS OF THEIR COMMUNITY, faculty members have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibility to their professional duties and to the institution. When faculty members speak or act as private citizens, they avoid creating the impression that they speak or act for the institution. The institution, however, may not in any way seek to limit a faculty member's participation in political or community affairs as a private citizen.

Grievances, should they occur, will be handled as any other professional grievance following procedures as prescribed in the *Faculty Handbook*.

Adopted from the **American Association of University Professors' Statement on Ethics**.

Section: FH - 1.19 Title: Resignation
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Please reference *FCC Policy 3.14 & FCC Procedure 3.14 a &c* for information regarding resignation.

Section: FH - 1.20 Title: Teaching Load
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Please reference *FCC Procedure 3.12b* for additional information regarding teaching load.

Department Chairs have the responsibility for assigning faculty in their areas to courses offered by the College in locations on and off campus. In addition, Department Chairs have the responsibility for developing the schedule of classes to be offered both on and off campus by the departments. Department Chairs will make every effort to ensure equitable assignments in terms of load, location and time assignments.

Note: Faculty are not authorized to hire substitute instructors. The Vice President for Learning will review all professional assignments in exercising responsibility for the overall utilization of faculty in each unit.

A. FULL-TIME FACULTY

The normal teaching load for full-time faculty is 30 hours per calendaryear, summer excluded. Occasionally faculty may be assigned other professional duties which may be substituted for a portion of their classroom responsibility.

B. ADJUNCT FACULTY

Adjunct faculty are limited to teaching three 3 credit courses each fall and/or spring semester (J-Term and summer excluded). For adjuncts teaching 4 and 5 credit classes, the combination of credits will be considered. Exceptions to this policy can be made with the approval of the Vice President for Learning.

C. OVERLOAD

Overload is the provision for teaching responsibilities above and beyond the normal full-time workload.

Classroom Faculty

1. A full-time faculty member may teach an overload at an average of five (5) equivalent credit hours per semester, but not to exceed a total of ten (10) equivalent hours per academic year. Summer school teaching is limited to a total of nine (9) equivalent hours. Exceptions may be made with the approval of the Vice President for Learning.

Administrators

1. Certain administrators may teach on a part-time basis. Such part-time teaching must be beyond the normal or basic 35 hour work week and must not exceed two (2) courses per academic year.
2. Compensation for overload is based upon the individual's salary in relation to the overall salary scale.

D. LARGE LECTURE SECTIONS

For every large section enrolling 40 or more students, a faculty member would receive additional credit hours of load, as follows:

- | | |
|----------------|-----------------|
| 40-52 students | 1 extra credit |
| 53-65 students | 2 extra credits |
| 66-78 students | 3 extra credits |

Section: FH - 1.21
Title: Faculty/Employee Grievance Procedure

Please reference *FCC Procedure 3.11* for information regarding the Faculty/Employee Grievance Procedure.

Section FH - 2.00**FACULTY BENEFITS****Section: FH - 2.10****Title: Benefits for Full-Time Faculty**

For a full description of all benefits available to full-time faculty, please reference *FCC policies 3.19-3.29*.

These would include:

- Insurance Benefits
- Travel and Other Professional Growth
- Tuition Reimbursement/Waiver
- Retirement/Pension Benefits
- Recognition of staff for Completion of Certain Degrees
- Employee Sick Leave Bank
- Family and Medical Leave Policy
- Retirement Transition Benefit
- Employee Assistance Program

Section: FH -2.11**Title: Leave Benefits for Full-time Faculty - FAQs**

Following are brief descriptions of those benefits that receive the most frequently asked questions.

Annual Leave – Ten month faculty do not receive annual leave. Twelve month faculty earn annual leave as follows: Assistant Instructor & Instructor ranks earn 15 days per year; Assistant Professor, Associate Professor and Professor earn 20 days per year. Leave accrues by pay period to maximum of 210 hrs. No “lump-sum” payoff of unused portion at termination.

Bereavement Leave – Faculty receive up to 4 days paid leave when leave is taken upon the death of a member of the immediate family (parent, child or spouse). Requests for exceptions for other relatives must be made in writing to the lead administrator of human resources.

Holiday Leave – Holidays are paid by the College for staff meeting the criteria specified in the Policy Manual 3.21.

Jury Duty and Court Attendance – On proof of the necessity of jury duty or attending court pursuant to subpoena or other order of the court for jury service or related to College work, qualified employees shall be granted a special leave without penalty with the approval of the appropriate vice president.

Sick Leave – Faculty earn 1 day (7 hours) for each month worked per year. Ten month faculty earn 10 days/year and twelve month faculty earn 12 days/year. Accumulation is unlimited. A physician’s statement may be required to justify absences. Exceptions to this policy are at the discretion of the Board of Trustees.

1. An employee may take a maximum of ten days per fiscal year of his/her sick leave for the following purposes:

- a. Funeral of relative other than one of the immediate family;
- b. Serious illness of a member of the household or parent or child. Medical certification (on the FMLA form) will be required after 5 days.

2. After ten years of consecutive employment at FrederickCommunity College, qualified staff members who have used all their sick leave are entitled to a special sick leave grant not to exceed twenty days. This special award is in addition to the regular accumulation on the existing schedule and requires the approval of the President.

3. Qualified staff employed as of June 30, 1985 under contract at the time of retirement, or beneficiary of a deceased employee, shall receive terminal pay at the rate of 40% of accumulated sick leave at the regular rate of pay. This benefit shall be limited to a maximum of 40% of 120 days of accumulated leave. To be eligible, the qualified staff member must have served five consecutive years at FrederickCommunity College. Employees hired after June 30, 1985, will enjoy all provisions of this section except the terminal pay provision at retirement or death.

Special Leave – Twelve month faculty only may request to use up to 14 hours of paid personal leave each fiscal year for illness, bereavement and business purposes. Special leave cannot be used for pleasure. Special leave requires supervisor’s approval in advance except for emergencies.

Section: FH - 2.12
Title: Procedure for Reporting Faculty Absences

Faculty contractual obligations require the accurate and prompt reporting of all classroom absences. Upon notification the Department Chair will attain a substitute or make provisions for notifying students involved. In order to provide clear guidelines for reporting faculty absences, following are some examples of leave usage by faculty and how they should be reported.

Sudden Emergency – If there is a sudden emergency (e.g. car trouble) that prevents you from coming to class, you are responsible for notifying your department’s Academic Office Manager or your respective Program Manager. If they don’t answer, call the FCC receptionist (301-846-2400). A class may not be cancelled without the prior approval of the Department Chair or Program Manager who will help you to find a substitute. If you are absent or if you have a pending unavoidable absence, you are responsible for the completion of a Classroom Absence Form, available from your respective academic office.

Full-Time Faculty

Illness

Full-time faculty accrue sick leave. All absences for illness must be reported to insure eligibility for possible long-term disability. Sick leave is accrued but is not paid for upon departure from service.

Sick leave must be taken and must be reported to HR on a Leave Request Form submitted through the Department Chair. A classroom absence report must accompany the Leave Request Form. Sick leave is charged for illness regardless of whether or not the class is covered. Sick leave is also charged in half-day increments (3.5 hrs) for any class period or office hours that are missed due to illness.

Faculty are entitled to 10 days of sick leave for: funeral of a relative other than immediate family and serious illness of a member of the household or parent or child. Medical certification is required after 5 days. This section does not impact an employee’s right to apply for and/or be granted Family Medical Leave in accordance with FCC Policy 3.28.

Professional Development/FCC Approved Function

Absences must be reported to the Department Chair on the Classroom Absence Report for internal record keeping by the department. These absences are not reported to HR. Classroom Absence Reports are retained in respective academic departments. It is the responsibility of the faculty member to coordinate with the Department Chair or Program Manager to arrange substitute coverage (see ***Procedures for Substitute Coverage***) or alternative class work.

Jury duty is an FCC approved function. However, jury duty does get reported on a leave request form, approved by the supervisor and sent to HR.

Personal Business / Non-FCC Approved Function

These absences must be reported to the Department Chair for approval on the Classroom Absence Report form. It is the responsibility of the faculty member to arrange for substitute coverage (see ***Procedures for Substitute Coverage***) or alternative class work and to notify the Department Chair of final arrangements

Adjunct Faculty

Because adjunct faculty members do not have leave benefits, a **one-time absence** is permitted without consequences as long as the absence has been approved by the Department Chair. After one absence, however, the contract may be adjusted to reflect a reduced number of hours. All adjunct absences must

be reported to the department on the Classroom Absence Report (available from your Academic Office Manager) for internal record-keeping. One-time absences are not reported to HR.

Hourly employees are not provided benefits through the college. Should an hourly employee be required for jury duty, the college will pay for time worked but will not support the continuation of the adjunct contract for the remainder of the semester. Exceptions can be made by the Associate VP for Human Resources depending upon where we are in the semester and specific circumstances of the jury duty and course assignment.

Procedures for Substitute Coverage

Substitute coverage is considered the preferred choice if a faculty member must miss a class. It is important to have qualified and competent coverage for each class. In emergency situations qualified substitutes may not be available and class instructions and assignments/activities may be the only alternative. In the event that substitute coverage is not available, it is strongly encouraged that the faculty member contacts the college with alternative work, assignments or activities for his/her students.

Professional Substitution:

- **Professional Courtesy/Coverage Exchange** – Professional coverage occurs when a faculty member versed in the specific discipline can cover the entire class, completely as scheduled. This includes a previously arranged class exchange between faculty members.
- **Compensated Substitution** – In no instance may a faculty member personally pay a substitute. All remuneration must be approved by the Department Chair and come through the College payroll system. ***Please note that when an adjunct faculty member serves as a substitute, compensation is required.***

Alternative Make-Up Sessions

As with substitute coverage, the provision for make-up sessions to accommodate class absences does not exempt the faculty member from the reporting of leave. The non-exemption is due to the fact that make-up class sessions cannot be mandatory for all students. Make-up sessions, arranged by individuals, fall outside of the published and agreed upon meeting times for classes. It is reasonable to expect that schedule conflicts and competing requirements in the lives of students would bind them to the original published meeting times and prevent their presence at the make-up session. Consequently, their access to the learning process offered by the course is potentially abbreviated as a result of actions other than their own.

Section: FH - 2.13**Title: Sabbatical Leave (FCC Policy 3.21.1.)**

Sabbatical leave may be granted on a limited basis to those qualified professional, full-time staff members who have completed six continuous years of service at the College. Sabbatical leave may be granted for periods of one year at rates not to exceed one-half salary or for periods of one-half year at rates not to exceed full salary. The President may adjust the sabbatical leave salaries to reflect employee compensation during the leave from grants-in-aid, fellowships, or scholarships.

All sabbatical requests must be forwarded by the department chair to the Office of the Vice President for Learning electronically. A return email addressed to the department chair and applicant will be generated as confirmation of the application having been received. If the department chair and the applicant do not receive the confirmation within five days, they should contact the Vice President for Learning's office within five additional days. Without such contact an assumption will be made that a sabbatical request has not been submitted.

PROCEDURE

1. Applicants must submit an Application for Sabbatical leave form by October 15 to their respective Department Chair, who will determine eligibility and make a preliminary recommendation. Applications will then be forwarded to the President through the Vice President for Learning on or before December 1 of the fiscal year prior to the fiscal year in which the leave is to be granted.

Faculty proposals might well include:

- a. Description of proposed activity
 - b. Tentative timetable for completion of proposed activity
 - c. Description of completed project
 - d. Additional requests from the College for funds, facilities, equipment, and supplies beyond the regular faculty salary, if appropriate.
 - e. Relationship of proposed activity to faculty member's past and future plans
 - f. Relationship of proposal to faculty member's department, division, or the College's future needs.
2. Applicants not recommended by the Vice President for Learning will be notified in writing on or before January 4.
 3. The President shall submit recommendations to the Board of Trustees. The Board shall take action on or before March 1 of the fiscal year prior to the fiscal year in which the leave is to be granted. The Human Resources Office shall inform applicants of the action of the Board.
 4. Professional employees on sabbatical leave are eligible for all benefits which accrue during the period of leave (except #6 below).
 5. No remuneration may be received by a professional employee during the period of sabbatical leave unless such remuneration is a central part of the project and prior permission has been obtained from the President.
 6. The term of the sabbatical leave will not be credited toward the six (6) full consecutive years required for subsequent sabbatical leaves. The academic year immediately following the sabbatical leave will count as the first year to be credited toward the time of service required for subsequent sabbatical leave.

Sabbatical Categories and Guidelines

I. Traditional Academic Coursework

Enrollment in traditional academic coursework may qualify for sabbatical leave. In order to meet the qualification standard, the coursework should be no fewer than six credits at an appropriate level for the sabbatical's purpose.

The sabbatical leave proposal must address each of the following questions:

- A. What coursework will the applicant pursue (titles of courses, level, credits)?
- B. How is the coursework related to the applicant's role at the college/
- C. How is the coursework related to the applicant's professional goals?
- D. What outcomes does the applicant expect to achieve by taking these courses?

II. Research and Writing

Significant research and writing projects may qualify for sabbatical leave. In order to meet the qualification standard, the research or writing project should be of sufficient size and scope to justify a sabbatical.

The sabbatical leave proposal must address each of the following questions:

- A. Dissertation for doctoral degree:
 - What is the title and purpose of the dissertation research?
 - How is the dissertation related to the applicant's role at the college?
 - How is the dissertation related to the applicant's professional goals?
 - What outcomes does the applicant expect to achieve by completing the dissertation?
- B. Research
 - What is the purpose of the research?
 - How will the applicant conduct the research (include a timetable)?
 - How is the research related to the applicant's role at the college?
 - How is the research related to the applicant's professional goals?
 - How is the research related to the goals stated in the College's Strategic Plan?
 - What outcomes does the applicant expect to achieve by completing the research?
 - How will the research be communicated (i.e. conference presentation, journal article, etc.)
- C. Writing an article or working on a book
 - What is the purpose of the writing project?
 - What is the applicant's timetable for completion of the project?
 - How is the writing project related to the applicant's role at the college?
 - How is the writing project related to the applicant's professional goals?
 - How is the writing project related to the goals stated in the College's Strategic Plan?
 - What outcomes does the applicant expect to achieve by completing the writing project?
 - What are the applicant's plans for submitting the writing project for publication?

III. Visual and performing artists' work on exhibitions, concerts, dramatic presentations

- What is the purpose and scope of the project?
- What is the applicant's timetable for completion of the project?
- How is the project related to the applicant's role at the college?
- How is the project related to the applicant's professional goals?
- How is the project related to the goals stated in the College's Strategic Plan?
- What outcomes does the applicant expect to achieve by completing the project?
- What are the applicant's plans for public performance/exhibition of the project

IV. Immersion Experiences

Significant immersion experiences may qualify for sabbatical leave. Examples of immersion experiences may include language immersion, cultural immersion, or intensive community or public service. In order to meet the qualification standard, the immersion experience should involve travel or require a greater commitment than is possible while maintaining a full-time teaching load.

The sabbatical leave proposal should address each of the following questions:

- What is the purpose of the immersion experience?
- What is the applicant's timetable for completion of the project?
- How is the immersion experience related to the applicant's professional goals?
- How is the immersion experience related to the College's Strategic Plan?
- What outcomes does the applicant expect to achieve by completing the immersion experience?
- What are the applicant's plans for communicating the immersion experience to the campus community?

V. Significant contribution to departmental or college goal

Significant projects that contribute to a departmental or college goal may qualify for sabbatical leave. Projects may include, for example, program development, implementation of a major innovation or technology; collaborative projects with FCPS, or addressing the needs of underserved student populations. In order to meet the qualification standard, the project should require a greater commitment than is possible while maintaining a full-time teaching load.

The sabbatical leave proposal should address each of the following questions:

- What is the nature of the significant contribution?
- What is the applicant's timetable for completion of the significant contribution?
- How is the significant contribution related to the applicant's professional goals?
- How is the significant contribution related to the College's Strategic Plan?
- What outcomes does the applicant expect to achieve by completing the significant contribution?
- What are the applicant's plans for communicating the results of this significant contribution to the campus community?

Note:It is the opinion of the faculty that fellowships such as Fulbright grants or faculty exchange programs not be considered as sabbaticals or fall under the same requirements as sabbaticals.

Section: FH - 2.14 Title: Emeritus Status (FCC Policy 3.26)
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The Board of Trustees of Frederick Community College may grant emeritus status to retired academic and administrative personnel. The Board welcomes recommendations from the Faculty, Senate or President of the College of deserving individuals for consideration. The Board on its own issue may grant emeritus status. The Board will identify the privileges, etc., which shall accompany emeritus status.

A. *Eligibility and Criteria*

1. Any faculty member who is retired or deceased after ten years of outstanding contribution to the quality of instruction at FrederickCommunity College and support of the mission of the college shall be eligible for Emeritus/Emerita status.
2. Any administrator who is retired or deceased after ten years of outstanding contribution to the quality of administrative service and support of the mission of the college shall be eligible for Emeritus/Emerita status.
3. The President may recommend for consideration names of faculty/administrators to FA and ASA making outstanding contributions to the College who may not have completed ten years of service to the College because of death, disability, or other factors.
4. A candidate must be nominated within three years of the date of their retirement from FCC or death.

B. *Procedures*

1. Each year the Faculty Association and Administrative Staff Association chairs will, at the earliest convenience, be given a list of members in their area who have become eligible.
2. FA and ASA will then take nominations from their members based on their respective lists. The nominators will provide the name(s) of the nominees and supportive evidence of the appropriate criteria as defined above.
3. After discussion FA and ASA will vote by closed ballot on their respective nominations. The groups will then send their recommendations to the President of the College who will present the recommendations to the Board of Trustees for final action.

C. *Privileges*

1. Continued faculty or administrator listing in the catalogue with rank of Professor or Administrator Emeritus/Emerita.
2. Standing invitation to participate in such institutional functions as commencement, dedications, etc.
3. Be afforded faculty or administrator rates for institutionally sponsored events such as plays, concerts, film series, athletic events, trips, etc.
4. Use of such institutional resources as word processing, library, e-mail and other computer services.

Section FH - 3.00 FACULTY EVALUATION PROCESS



Section: FH - 3.10 Title: Purpose and Philosophy

The evaluation process is designed for the following purposes:

- Improve teaching
- Make personnel decisions
- Institutional accountability

Teaching is the primary responsibility of the community college faculty member. Since teaching is multifaceted and interpersonal, the process of evaluation should reflect this in the data collected and in the ends for which they are used. Continual reflection on one's teaching is critical to professional growth as a faculty member. Reflection occurs both in private as a philosophy of teaching is formulated and modified as well as in dialogue with colleagues. Both the private reflections and the reflections occurring in dialogue with fellow faculty members are critical to the development and maintenance of excellence in teaching. This philosophy is an integral part of the evaluation process at FrederickCommunity College.

Additional responsibilities of the community college faculty member include professional growth and service to the college, the profession, and to the community. The College has a responsibility also to support the faculty in their professional and personal growth.

Components of the faculty evaluation process play a role also in personnel decisions and reports of institutional accountability(such as assessment).

DEFINITION OF TEACHING EXCELLENCE

In a review of the literature on teaching effectiveness from 1920-1990, Hammond (1996) summarizes the top ten characteristics of effective community college teachers as:

Preparation

- Has a thorough knowledge of subject
- Is organized/plans well
- Has broad scholarship
- Keeps up to date in subject area

Implementation

- Is student oriented/interested in students
- Has capacity for/is dedicated to/enjoys teaching
- Is enthusiastic
- Uses a variety of teaching methods
- Has good communication skills/explains effectively
- Motivates students

(List from Hammond, p. 9)

Effective community college teachers promote student learning through their enthusiastic attitude for teaching and learning, their ability to promote positive student/faculty relationships, their pedagogical skills, and subject matter knowledge.

Section: FH - 3.11
Title: Components of the Evaluation Process for Full-Time Faculty

The Faculty evaluation process at Frederick Community College examines teaching effectiveness through the collection of several pieces of information. Each piece provides a different snapshot of a faculty member's behavior. These pieces become the components of faculty evaluation. **Refer to appendices for specific forms. Separate forms are available for student ratings and classroom observations for online courses.**

1. Student Rating Form
2. Peer Classroom Observation
3. Self-Evaluation
4. Portfolio
5. Department Chair Assessment

1. Student Rating Form

Numerous studies have indicated that students provide reliable and useful feedback on faculty performance in the classroom (see, for example, Cashin, 1995). The current version of the student rating form may be obtained from the Office of Outcome Assessment, Planning, and Research.

Student ratings of courses will be administered during the last half of the semester. A tabulation of the numerical results and a copy of all comments will be given to the instructor and Department Chair no later than three working weeks after the grades for the semester have been submitted to the registrar.

Reflections of the results of the student ratings must be included in the portfolio. The yearly use of student rating forms will be:

Faculty on Probationary Contract: Student ratings on every section for the first year; student ratings in 2 sections per semester for the remainder of the probationary period, with the sections chosen by the Department Chair. Probationary period is three years. (Department Chair, PEC or the Vice President for Learning may request a 4th year of probation.)

Faculty on Continuous Appointment: Student ratings on two sections of their choice each academic year.*

*Department Chairs may request that students in additional sections be given the opportunity to do student ratings. Also, faculty may request that students in additional sections be given the opportunity to do student ratings.

2. Peer Classroom Observation

Peer review is a good way to facilitate reflection on teaching skills. The success of peer review requires that faculty develop a culture of trust for one another and that the language throughout all peer review pieces in the evaluation process be descriptive rather than evaluative. The procedure for the classroom observation component of the evaluation process is as follows:

- a. Format – Formal evaluation constitutes “pre-meeting”, “observation” and “post-meeting”. Informal evaluation constitutes “observation” and “post-meeting.” This constitutes an observation cycle. Online courses may also be observed following a separate evaluation process currently being developed.
 1. Pre-meeting where the faculty member discusses the objectives of the class to be observed.
 2. Observation (descriptive narrative preferred).

3. The descriptive narrative should be given to the faculty member as soon as possible after the observation – well in advance of the post-meeting.
4. Post-meeting where the faculty member and his/her peer observer discuss observations using descriptive language. At this time all paperwork (including any pre/post meeting notes) from the observation is given to the faculty member observed.
5. Faculty member writes a brief reflective response that must be included in the portfolio.

b. Frequency

Two classroom observations, one formal and one informal, constitute a peer-observation cycle. The formal observation uses the format described above. The informal observation has 2, 3, 4, and 5 above and involves a different observer. Faculty on probationary contract must complete an observation cycle each academic year for years 2 and 3. Faculty on continuous appointment must complete two informal observations every five years. Faculty must complete one peer-observation cycle in the previous semester prior to their application for promotion.

c. Peer Observer Pool (POP) (*changes under consideration*)

Peer observers are taken from a pool of 7 Full-time faculty members who are trained in making classroom observations and writing descriptive summaries. Each faculty member serves a 3 year term. The pool consists of one volunteer from each department plus up to three at-large volunteers. Members of the Promotion and Equivalency Committee (PEC) are excluded from the pool.

d. Observers

The faculty member may request one observer from the pool. The second observer may be selected from the faculty (continuous appointment only) at-large. Which observation will be formal and which informal will be determined by the committee. The faculty member may request one of the classes to be observed; the POP coordinator/committee will choose a different class/course for the second observation. The faculty member will be notified at least two working days in advance of observation.

e. Forms

The forms for classroom observations were developed with the assistance of the evaluation trainer during the summer of 1997. (See Appendix E.)

3. Self-Evaluation

The move to a more reflective evaluation process necessitates a narrative faculty self-evaluation in years when a portfolio is not being submitted. (See Appendix B.) The self-evaluation is given to the Department Chair by February 15th and is returned to the faculty by March 15th. It should serve as a starting point for writing the reflective narrative required as part of a portfolio. (To promote honest introspection, the self-evaluation from the previous year should be included in the portfolio.) As part of the yearly self-evaluation the faculty member will:

- Reflect on his/her teaching effectiveness
- Reflect on the goals and accomplishments of the preceding year
- Develop goals for the coming year
- Identify the supports needed from the College to accomplish personal goals and the mission and goals of the College.

4. Portfolio

The faculty portfolio is the centerpiece of the evaluation process at Frederick Community College because it is totally faculty-driven, and is flexible in that the faculty choose what to address and what to include as documentation for their narrative. It is a particularly good instrument for fostering personal reflection on teaching. Thus, the faculty portfolio is an appropriate way for faculty to present their performance for review. The portfolio should also reflect activities in service to the College, the profession and/or community.

MacDonald and Kemp (1996) define a faculty portfolio as "a collection of materials chosen and arranged by the instructor to document teaching strengths and accomplishments, to articulate his or her teaching philosophy and methods, and to identify areas for improvement. It is to teaching what lists of publications, grants, and academic honors are to research" (p. 395).

It is expected that the use of the faculty portfolio will promote discussions of teaching among faculty members.

Portfolios are not required for 1st year probationary faculty. It is the responsibility of the Department Chair to evaluate the 1st year probationary faculty. Portfolios submitted during the 2nd and 3rd probationary period may be less extensive than those submitted by more senior faculty.

The portfolio should be updated continually to represent faculty performance since hire or last submission. It is used officially only on the regular evaluation cycles and when a faculty member applies for promotion. On those occasions, the portfolio is given to the department PEC representative. (See Appendix D.)

5. Department Chair Assessment of Faculty

The Department Chair assesses relevant data, reviews the self-evaluation form/portfolio with faculty in his/her department, adds comments, and makes initial recommendations for step increases and forwards the assessment to the Vice President for Learning through the AVP for final approval. (See Appendix C.)

Section: FH - 3.12 Title: Evaluation Cycles
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This section is currently under revision

For Faculty on Probationary Contract:

1. Student Ratings – all sections for the first year; two sections per semester thereafter
2. Peer Observation – yearly (years 2-3); optional year 1
3. Self Evaluation – year 4 only
4. Portfolio – yearly (years 2-3)
5. Department Chair Assessment – yearly (First year faculty will have two Department Chair assessments that first year – one in fall and one in spring. The first of these will be at the end of the first semester of teaching.)

For Faculty on Continuous Contract Appointment:

1. Student Ratings – two sections yearly
2. Peer Observations – once every five years (minimum)
3. Self Evaluation – yearly, except in academic years when a portfolio is submitted
4. Portfolio – once every five years
5. Department Chair Assessment – yearly

Notes:

1. The Vice President for Learning and/or Department Chair may request an off-cycle evaluation.
2. Faculty on probationary contracts will be assigned a regular evaluation cycle after the third year of employment.
3. Individuals seeking promotion must complete a full evaluation cycle during the previous semester prior to application for promotion. A regular evaluation cycle will be assigned when promotion is granted.

Section: FH - 3.13
Title: Submission Dates for Evaluation Materials

Self Evaluation:	Fall	Spring
All faculty except in academic years when a portfolio is submitted due to chair		Feb. 15
Department Chair assessment completed and returned to faculty		March 15
Peer Observation Requests:	Fall	Spring
Faculty applying for fall/spring promotion (semester preceding submission of portfolio)	Feb. 15	Sept. 15
Faculty on probationary contracts (years 2 and 3) (semester preceding submission of portfolio)	Feb. 15	Sept. 15
Faculty on continuous appointment who desire a peer observation for an evaluation	Sept. 15	
Faculty who desire an observation for any other reason	No deadline	
Promotion Submission Deadlines:	Fall	Spring
Complete and submit promotion verification form to Human Resources and Coord. of Faculty Eval (semester preceding the one of promotion)	Feb. 15	Sept. 15
Peer observation request (semester previous to submission)	Feb. 15	Sept. 15
Submit application to Department Chair	Sept. 30	Feb. 28
Review of application by Department Chair	Oct. 30	March 15
Faculty member forwards packet to Department PEC representative.	Nov. 7	March 30
PEC makes recommendations to the appropriate AVP	Dec. 15	April 30
AVP forwards recommendation to Vice President for Learning	Jan. 15	May 30
Vice President for Learning review/prioritize/submit to Human Resources	Jan. 30	June 15
Vice President for Learning review/submit to President	Jan. 30	June 15
President review/prioritize/recommend and return portfolios to Vice President for Learning	March 15	Sept. 15
Director of Human Resources informs faculty member and Department Chair of President's recommendation	April 1	Sept. 30
Action by Board	Mid June	October
Notification of faculty member by Director of Human Resources	After Board	After Board
Portfolio Submission Dates to PEC:	Fall	Spring
Faculty in second and third year of a probationary contract	Oct. 1	
Faculty on continuous appointment	Oct. 1	Feb. 15*
Faculty applying for promotion	Nov. 7	March 30
*Of the academic year in which you are evaluated		
Request for Alternative Credits:* (pre-approval)	Fall	Spring Summer
Application to PEC for alternative credits for either a winter or spring activity	Nov. 15	
Application to PEC for alternative credits for a summer or fall activity		April 15
Completed project report to PEC for approval when project is completed	ongoing	
Verification of completed project from PEC to HR	ongoing	
*Other opportunities of short term notice may be considered by PEC as well.		

Section: FH - 3.14
Title: Contract Renewal Dates for Faculty on Probationary Contract

Faculty in First Year

Self-evaluation	Feb. 1
Chair Assessment Fall/Spring	Nov 15/Feb 15
AVP/Vice President for Learning recommends to HR	Feb. 22
Notification of faculty in case of non renewal at the end of the 1 st year	March 1

Faculty in Second and Third Year

Submit portfolio to PEC	Oct. 1
PEC recommends to Vice President for Learning	Nov. 15*
AVP/Vice President for Learning recommends to HR	Dec. 15
Notification of faculty in case of non renewal at the end of 2 nd and 3 rd year	Jan. 10

*If PEC perceives that there is a problem in the faculty member's portfolio, the faculty member and his/her Department Chair are notified on this date.

Faculty in Fourth Year of a Probationary Contract upon recommendation of Department Chair/PEC

Self-evaluation to Department Chair	Feb. 15
Notification of faculty in case of non renewal at the end of 4 th year	July 1 (beginning of 4 th fiscal year)

Section: FH - 3.15
Title: Roles and Responsibilities in Evaluation

Individual Faculty Member

1. Describe his/her performance in two important documents:
 - a. An annual Self-Evaluation, which the Department Chair uses to make recommendations regarding annual increments.
 - b. Teaching portfolio compiled by faculty member at milestone moments and used by PEC committee to make recommendations for continuous contract, promotion and five-year review.
2. Request peer observations
3. Submit appropriate documents according to the time line
4. Serve on PEC

The Faculty

1. Establish standards of quality for faculty performance and participate in monitoring them.
2. Develop evaluation practices which address the purposes of evaluation.

The Department Chair

1. Is the faculty member's direct supervisor.
2. Is responsible for an annual review of faculty performance resulting in recommendations for annual increments.
3. Facilitate the faculty member's reflection and growth.
4. Monitor that faculty members are meeting contractual obligations.
5. Provide the first line of intervention for faculty experiencing difficulty.
6. Arrange for in-class observations of adjunct faculty (using the forms shown in Appendix E) and evaluate the teaching of adjunct faculty. Frequency: twice in the first semester of employment; once in the second semester of employment; annually thereafter.
7. Coach faculty in the development of promotion materials.
8. Forward to the Vice President for Learning initial recommendations for step increases for all probationary and continuous appointment faculty.

Promotion and Equivalency Committee

1. Responsible for evaluating a faculty member's performance at milestone moments in his/her career based upon the Teaching Portfolio.
2. Makes recommendations regarding applications for promotion, and continuous contract and probationary status of faculty based upon the Teaching Portfolio, and reviews each faculty member's performance on a five-year cycle

Although not part of the PEC Committee, the Peer Observation Process is another component of the peer review process in which faculty members receive feedback on their teaching from each other.

AVP/Vice President for Learning

1. Ensure that faculty have the opportunity to reflect on their performance and growth regularly.
2. Ensure that standards of performance are clear and comprehensive and that faculty are fully informed about them.
3. Ensure that there is equity and fairness in the faculty evaluation procedures.
4. Ensure that the system provides sufficient information to validate that all faculty are meeting their contractual obligations.

APPENDIX 13.b .

5. Ensure that there are systems to assist faculty who are experiencing difficulty in meeting their obligations.
6. Vice President for Learning makes final recommendations to the President regarding promotion.
7. Provide support for faculty to meet their professional goals.

Section: FH – 3.16
Title: Promotion and Equivalency Committee (PEC)

Membership

1. The PEC Committee will consist of one voting member for each department.
2. The Chair will be elected from the membership.
3. The Chair will serve as an ex-officio member during the next academic year in the interest of continuity.
4. The voting members will be chosen by their respective departments with the only exclusions being faculty members who have an approved sabbatical for the coming year, members of the POP and the current standing department member. Department Chairs may serve on this committee.
5. The lottery will take place in April prior to the Senate elections to enable faculty members to determine other committee involvement with this workload in mind.

Term of Service

The term of service on the PEC committee will be for one year and a member will not be permitted to serve again until all Full-time faculty members in the department have taken a turn at service on this particular committee.

Duties of PEC

1. Evaluate alternate pathways for promotion.
2. Review applications for promotion and forward recommendations to the AVP & Vice President for Learning.
3. Review regular evaluation cycle packages and portfolios of probationary faculty and make recommendations to the AVP & Vice President for Learning. All recommendations made by PEC and approved by the Vice President for Learning are binding; compliance will be monitored by the Department Chair. Failure to comply with recommendations could result in the loss of future step increases.

Conditions

1. Seventy percent of the voting membership will constitute a quorum.
2. Actions require a majority vote of the entire committee.
3. The meetings will be closed and votes will be by ballot.
4. Each voting member must cast either a "yes" or "no" vote. There will be no abstentions.
5. PEC makes recommendations that are considered by the AVP & Vice President for Learning in making decisions. A faculty member may challenge a recommendation from PEC by submitting a written statement to the AVP & Vice President for Learning. Thereafter, the appeal process noted in the Policy Manual will be followed.

REFERENCES

- Cashin, William E. (1995) Student Ratings of Teaching: The Research Revisited. IDEA Paper No. 32. Manhattan, KS: KansasStateUniversity, Center for Faculty Evaluation and Development.
- Hammond, J. (1996) Faculty Appraisals. Presentation at NISOD. Austin, TX.
- Macdonald, R.H., and Kemp, K.M. (1996) Teaching Portfolios and Their Use in Assessment. Journal of Geoscience Education 44: 395-400.

Section: FH -3.17

Title: Appendices

*Appendices are available for use on the "I" drive / **ACADEMIC / Academic Forms / Faculty Evaluation Process***

- A. Student Rating Form** (See Academic Office Manager for a sample copy)
- B. Faculty Self-Evaluation Form** (Sample Copies Follow)
- C. Department Chair Assessment Form** (Sample Copy Follows)
- D. Teaching Portfolio** (Sample Copy Follows)
- E. Peer Observation Forms** (Sample Copy Follows)
- F. Application for Alternate Credits** (Sample Copy Follows)
- G. Promotion Verification Form** (Sample Copy Follows)
- H. Department Chair Self-Evaluation Form** (Sample Copy Follows)
- I. Program Manager/Coordinator Self-Evaluation Form** (Sample Copy Follows)
- J. Peer Observation Online Courses** (Sample Copy Follows)

Appendix B FREDERICK COMMUNITY COLLEGE FACULTY SELF-EVALUATION FORM: SECTION I

Period Covered:	FROM:	TO:
PERSONAL DATA		
Name:	Date of Appointment:	
Rank:	Date of Appointment to Present Rank:	
Department:		
Contract Status:	Probationary <input type="checkbox"/>	Continuous <input type="checkbox"/>

Instructions: Please complete all five sections.

Part I Teaching Effectiveness: (No more than 350 words.)

Responses to this section support FCC's Strategic Plan.

Goal 1: Enhance Student Learning

College wide Objective 1:

- *The College curriculum, programs, and services for students, including emerging student populations, are appropriate and support their individual needs.*

A) Reflect on your effectiveness as a teacher.

1. Include an example of one change you implemented this past year and the outcome of that change.
2. Provide evidence of cultural competence in the classroom (as stated in the Full-time faculty Job Description: "infuse multicultural and diverse perspectives into the instructional process as appropriate and conduct classes in a manner that demonstrates respect for individual and cultural differences").

B) Reflect on your student evaluations. Faculty are required to evaluate two class sections per year, but you may have elected to evaluate additional classes. For this self-evaluation, please include only two sets of the original student evaluations from the calendar year. Refer to both the statistical analysis and the written comments. Feel free to discuss both positive and negative student comments.

Part II Assessment of Student Learning: (No more than 350 words.)

Responses to this section support FCC's Strategic Plan.

Goal 1: Enhance Student Learning

College wide Objectives 2 & 3:

- *Efforts to promote academic success, retention, and outcomes assessment are effective and well coordinated.*
- *Credit and CE/CT courses and programs have appropriate student learning outcomes, assessment activities, and institutional support for students and employees.*

A) The College greatly values assessment projects. Using a core learning outcome (CLO) from a course that you teach, discuss how you assessed student achievement of that CLO. What do you plan to do as a result of this assessment?

Do you give your Department Chair the permission to cut & paste this section (Part II, A) to be used anonymously as part of the Student Learning Assessment reporting? Yes No

B) Describe your next assessment goal. It may be a natural outgrowth of the previous assessment, or it may be entirely new.

Part III College Service:

A) Provide a bulleted list of your specific contributions to the college and/or your content area (e.g. committee work, task forces, *ad hoc* committees, facilitating lunch bunches, mentoring of students/faculty, advising clubs or organizations, volunteering at college activities, etc.).

B) Pick one of the above that was most significant to you and write a reflective paragraph that explains how it influenced you. (No more than 100 words.)

Updated March 2010

Part IV Professional Service/Community Service/Professional Development:

- A) Provide a bulleted list of your professional development at FCC and beyond (e.g. attendance/presentation at conferences, articles written, art shows, lunch bunches/teas at FCC, etc.)
- B) Provide a bulleted list of your specific contributions to your profession and/or community (e.g., participation in professional or community organizations).
- C) Pick one of the above that was most significant to you and write a reflective paragraph that explains how it influenced you. (No more than 100 words.)

Part V Goals

Responses to this section support FCC's Strategic Plan.

Goal 3: Enhance employee work life to promote learning.

College-wide Objective 6:

- *The employee Development Program is comprehensive, accessible, and responsive to individual development plans, mandatory training requirements, and short- and long-term organizational needs.*

- A) Reflect on last year's professional goals, noting accomplishments or difficulties in achieving them. In doing so be sure to include a brief summary of last year's goals. (No more than 100 words.)
- B) Identify your professional goals for the coming year, new or on-going, and indicate how the College can help you achieve these goals, if applicable. (No more than 100 words.)

**Faculty Self-Evaluation (Section I)
Signatures and Response Form**

This document will be reviewed only by: Department Chair, AVP (if applicable), VP/Learning, HR, and PEC (portfolios for promotion and five-year continuous contract). **If you choose, you may also allow section (Part II, A) to be used anonymously as part of the Student Learning Assessment reporting.**

Faculty Signature _____ Date _____
Before conversation with Department Chair

Department Chair Response:

Received on time Yes No

Recommend step increase Yes No

Reasons for not recommending a step increase:

Chair Signature _____ Date _____

*Faculty Signature _____ Date _____

* After conversation with Dept. Chair.
 (Signing does not connote agreement with the Chair's assessment; merely that you read it.)

AVP Response: (if warranted, no more than 50 words)

Recommend step increase Yes No

Reasons for not recommending a step increase

AVP Signature _____ Date _____

VP for Learning Response

Recommend step increase Yes No

Reasons for not recommending a step increase

VP for Learning Signature

_____ Date _____

Appendix B FREDERICK COMMUNITY COLLEGE FACULTY & PROGRAM MANAGER/COORDINATOR SELF-EVALUATION FORM: SECTION I

Period Covered:	FROM:	TO:
PERSONAL DATA		
Name:	Date of Appointment:	
Rank:	Date of Appointment to Present Rank:	
Department:		
Contract Status: Probationary <input type="checkbox"/> Continuous <input type="checkbox"/>		

Instructions: Please complete all five sections. Since you serve as a program manager/coordinator, you should also complete SECTION IIB. It follows the faculty portion in this document.

Part I Teaching Effectiveness: (No more than 350 words.)

Responses to this section support FCC's Strategic Plan.

Goal 1: Enhance Student Learning

College wide Objective 1:

- *The College curriculum, programs, and services for students, including emerging student populations, are appropriate and support their individual needs.*

A) Reflect on your effectiveness as a teacher.

1. Include an example of one change you implemented this past year and the outcome of that change.
2. Provide evidence of cultural competence in the classroom (as stated in the Full-time faculty Job Description: "infuse multicultural and diverse perspectives into the instructional process as appropriate and conduct classes in a manner that demonstrates respect for individual and cultural differences").

B) Reflect on your student evaluations. Faculty are required to evaluate two class sections per year, but you may have elected to evaluate additional classes. For this self-evaluation, please include only two sets of the original student evaluations from the calendar year. Refer to both the statistical analysis and the written comments. Feel free to discuss both positive and negative student comments.

Part II Assessment of Student Learning: (No more than 350 words.)

Responses to this section support FCC's Strategic Plan.

Goal 1: Enhance Student Learning

College wide Objectives 2 & 3:

- *Efforts to promote academic success, retention, and outcomes assessment are effective and well coordinated.*
- *Credit and CE/CT courses and programs have appropriate student learning outcomes, assessment activities, and institutional support for students and employees.*

A) The College greatly values assessment projects. Using a core learning outcome (CLO) from a course that you teach, discuss how you assessed student achievement of that CLO. What do you plan to do as a result of this assessment?

Do you give your Department Chair the permission to cut & paste this section (Part II, A) to be used anonymously as part of the Student Learning Assessment reporting? Yes No

B) Describe your next assessment goal. It may be a natural outgrowth of the previous assessment, or it may be entirely new.

Part III College Service:

A) Provide a bulleted list of your specific contributions to the college and/or your content area (e.g. committee work, task forces, *ad hoc* committees, facilitating lunch bunches, mentoring of students/faculty, advising clubs or organizations, volunteering at college activities, etc.).

B) Pick one of the above that was most significant to you and write a reflective paragraph that explains how it influenced you. (No more than 100 words.)

C) Being a program manager/coordinator, you may wish to address parts of that role in your self-evaluation. Since Parts I and II address your role as teacher, here is the appropriate place to address your non-teaching duties/concerns/ joys/woes. (No more than 200 words.)

Part IV Professional Service/Community Service/Professional Development:

A) Provide a bulleted list of your professional development at FCC and beyond (e.g. attendance/presentation at conferences, articles written, art shows, lunch bunches/teas at FCC, etc.)

B) Provide a bulleted list of your specific contributions to your profession and/or community (e.g., participation in professional or community organizations).

C) Pick one of the above that was most significant to you and write a reflective paragraph that explains how it influenced you. (No more than 100 words.)

Part V Goals

Responses to this section support FCC's Strategic Plan.

Goal 3: Enhance employee work life to promote learning.

College-wide Objective 6:

- *The employee Development Program is comprehensive, accessible, and responsive to individual development plans, mandatory training requirements, and short- and long-term organizational needs.*

A) Reflect on last year's professional goals, noting accomplishments or difficulties in achieving them. In doing so be sure to include a brief summary of last year's goals. (No more than 100 words.)

B) Identify your goals for the coming year, new or on-going, and indicate how the College can help you achieve these goals, if applicable. (No more than 100 words.)

SECTION IIB: Program Manager/Coordinator

1. Describe your major accomplishments as program manager/coordinator during the past year.

2. In what ways have you facilitated the work of your program and/or the professional growth of the members?

3. In what ways are you documenting/accessing data to demonstrate the viability of your program?

4. What aspects of the position are you most comfortable with and/or least comfortable? Explain why.

5. List your goals as program manager/coordinator for the next year.

6. How can your supervisor help you in your leadership role with your program?

**Faculty & Program Manager/Coordinator
Self-Evaluation (Section I & IIB)
Signatures and Response Form**

This document will be reviewed only by: Department Chair, AVP (if applicable), Provost/VP, HR, and PEC (portfolios for promotion and five-year continuous contract). **If you choose, you may also allow section (Part II, A) to be used anonymously as part of the Student Learning Assessment reporting.**

Faculty/Program Manager Signature

_____ Date _____
Before conversation with Department Chair

Department Chair Response:

Received on time Yes No

Recommend step increase Yes No

Reasons for not recommending a step increase

Chair Signature _____ Date _____

*Faculty/PM Signature _____ Date _____

*After conversation with Department Chair
(Signing does not connote agreement with the Chair's assessment, merely that you read it.)

AVP Response: (if warranted, no more than 50 words)

Recommend step increase Yes No

Reasons for not recommending a step increase

AVP Signature _____ Date _____

*Faculty/PM Signature _____ Date _____

*After conversation with AVP, if applicable
(Signing does not connote agreement with the AVP's assessment, merely that you read it.)

VP for Learning Response:

Recommend step increase Yes No

Reasons for not recommending a step increase

VP for Learning Signature

_____ Date _____

Faculty/PM Signature _____ Date _____

Appendix B FREDERICK COMMUNITY COLLEGE FACULTY & PROGRAM MANAGER/COORDINATOR & DEPARTMENT CHAIRPERSON SELF-EVALUATION FORM: SECTION I
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Period Covered:	FROM:	TO:
PERSONAL DATA		
Name:	Date of Appointment:	
Rank:	Date of Appointment to Present Rank:	
Department:		
Contract Status: Probationary <input type="checkbox"/> Continuous <input type="checkbox"/>		

Instructions: Please complete all five sections. Since you serve as a department chair and program manager/coordinator, you should also complete SECTION IIA and SECTION IIB . They follow the faculty portion in this document.

Part I Teaching Effectiveness: (No more than 350 words.)

Responses to this section support FCC's Strategic Plan.

Goal 1: Enhance Student Learning

College wide Objective 1:

- *The College curriculum, programs, and services for students, including emerging student populations, are appropriate and support their individual needs.*

A) Reflect on your effectiveness as a teacher.

1. Include an example of one change you implemented this past year and the outcome of that change.
2. Provide evidence of cultural competence in the classroom (as stated in the Full-time faculty Job

Description: "infuse multicultural and diverse perspectives into the instructional process as appropriate and conduct classes in a manner that demonstrates respect for individual and cultural differences").

B) Reflect on your student evaluations. Faculty are required to evaluate two class sections per year, but you may have elected to evaluate additional classes. For this self-evaluation, please include only two sets of the original student evaluations from the calendar year. Refer to both the statistical analysis and the written comments. Feel free to discuss both positive and negative student comments.

Part II Assessment of Student Learning: (No more than 350 words.)

Responses to this section support FCC's Strategic Plan.

Goal 1: Enhance Student Learning

College wide Objectives 2 & 3:

- *Efforts to promote academic success, retention, and outcomes assessment are effective and well coordinated.*
- *Credit and CE/CT courses and programs have appropriate student learning outcomes, assessment activities, and institutional support for students and employees.*

A) The College greatly values assessment projects. Using a core learning outcome (CLO) from a course that you teach, discuss how you assessed student achievement of that CLO. What do you plan to do as a result of this assessment?

Do you give your Department Chair the permission to cut & paste this section (Part II, A) to be used anonymously as part of the Student Learning Assessment reporting? Yes No

B) Describe your next assessment goal. It may be a natural outgrowth of the previous assessment, or it may be entirely new.

Part III College Service:

A) Provide a bulleted list of your specific contributions to the college and/or your content area (e.g. committee work, task forces, *ad hoc* committees, facilitating lunch bunches, mentoring of students/faculty, advising clubs or organizations, volunteering at college activities, etc.).

B) Pick one of the above that was most significant to you and write a reflective paragraph that explains how it influenced you. (No more than 100 words.)

C) Being a department chair & program manager you may wish to address parts of those roles in your self-evaluation. Since Parts I and II address your role as teacher, here is the appropriate place to address your non-teaching duties/concerns/ joys/woes. (No more than 300 words.)

Part IV Professional Service/Community Service/Professional Development:

A) Provide a bulleted list of your professional development at FCC and beyond (e.g. attendance/presentation at conferences, articles written, lunch bunches/teas at FCC, etc.)

B) Provide a bulleted list of your specific contributions to your profession and/or community (e.g., participation in professional or community organizations).

C) Pick one of the above that was most significant to you and write a reflective paragraph that explains how it influenced you. (No more than 100 words.)

Part V Goals

Responses to this section support FCC's Strategic Plan.

Goal 3: Enhance employee work life to promote learning.

College-wide Objective 6:

- *The employee Development Program is comprehensive, accessible, and responsive to individual development plans, mandatory training requirements, and short- and long-term organizational needs.*

A) Reflect on last year's professional goals, noting accomplishments or difficulties in achieving them. In doing so be sure to include a brief summary of last year's goals. (No more than 100 words.)

B) Identify your professional goals for the coming year, new or on-going, and indicate how the College can help you achieve these goals, if applicable. (No more than 100 words.)

SECTION IIB: Program Manager/Coordinator

1. Describe your major accomplishments as program manager/coordinator during the past year.

2. In what ways have you facilitated the work of your program and/or the professional growth of the members?

3. In what ways are you documenting/accessing data to demonstrate the viability of your program?

4. What aspects of the position are you most comfortable with and/or least comfortable? Explain why.

5. List your goals as program manager/coordinator for the next year.

6. How can your supervisor help you in your leadership role with your program?

**Faculty & Department Chair & Program Manager/Coordinator
Self-Evaluation (Section I, IIA & IIB)
Signatures and Response Form**

This document will be reviewed only by: Department Chair, AVP (if applicable), Provost/VP, HR, and PEC (portfolios for promotion and five-year continuous contract). If you choose, you may also allow section (Part II, A) to be used anonymously as part of the Student Learning Assessment reporting.

Faculty/Department Chair/Program Manager Signature

_____ Date _____
Before conversation with supervisor(s)

AVP Response: (if warranted, no more than 50 words)

Recommend step increase Yes No
Reasons for not recommending a step increase

AVP Signature _____ Date _____

*Faculty/PM Signature _____ Date _____

*After conversation with AVP, if applicable
(Signing does not connote agreement with the AVP's assessment, merely that you read it.)

VP for Learning Response:

Recommend step increase Yes No
Reasons for not recommending a step increase

VP for Learning Signature

_____ Date _____

Faculty/PM Signature _____ Date _____

Appendix B FREDERICK COMMUNITY COLLEGE FACULTY & DEPARTMENT CHAIRPERSON SELF-EVALUATION FORM: SECTION I
--

Period Covered:	FROM:	TO:
PERSONAL DATA		
Name:	Date of Appointment:	
Rank:	Date of Appointment to Present Rank:	
Department:		
Contract Status: Probationary <input type="checkbox"/> Continuous <input type="checkbox"/>		

Instructions: Please complete all five parts in Section I. Since you serve as a department chair, you should also complete the SECTION IIA. It follows the faculty portion in this document.

Part I Teaching Effectiveness: (No more than 350 words.)

Responses to this section support FCC's Strategic Plan.

Goal 1: Enhance Student Learning

College wide Objective 1:

- *The College curriculum, programs, and services for students, including emerging student populations, are appropriate and support their individual needs.*

A) Reflect on your effectiveness as a teacher.

1. Include an example of one change you implemented this past year and the outcome of that change.
2. Provide evidence of cultural competence in the classroom (as stated in the Full-time faculty Job Description: "infuse multicultural and diverse perspectives into the instructional process as appropriate and conduct classes in a manner that demonstrates respect for individual and cultural differences").

B) Reflect on your student evaluations. Faculty are required to evaluate two class sections per year, but you may have elected to evaluate additional classes. For this self-evaluation, please include only two sets of the original student evaluations from the calendar year. Refer to both the statistical analysis and the written comments. Feel free to discuss both positive and negative student comments.

Part II Assessment of Student Learning: (No more than 350 words.)

Responses to this section support FCC's Strategic Plan.

Goal 1: Enhance Student Learning

College wide Objectives 2 & 3:

- *Efforts to promote academic success, retention, and outcomes assessment are effective and well coordinated.*
- *Credit and CE/CT courses and programs have appropriate student learning outcomes, assessment activities, and institutional support for students and employees.*

A) The College greatly values assessment projects. Using a core learning outcome (CLO) from a course that you teach, discuss how you assessed student achievement of that CLO. What do you plan to do as a result of this assessment?

Do you give your Department Chair the permission to cut & paste this section (Part II, A) to be used anonymously as part of the Student Learning Assessment reporting? Yes No

B) Describe your next assessment goal. It may be a natural outgrowth of the previous assessment, or it may be entirely new.

Part III College Service:

A) Provide a bulleted list of your specific contributions to the college and/or your content area (e.g. committee work, task forces, *ad hoc* committees, facilitating lunch bunches, mentoring of students/faculty, advising clubs or organizations, volunteering at college activities, etc.).

B) Pick one of the above that was most significant to you and write a reflective paragraph that explains how it influenced you. (No more than 100 words.)

C) Being a department chair, you may wish to address parts of that role in your self-evaluation. Since Parts I and II address your role as teacher, here is the appropriate place to address your non-teaching duties/concerns/ joys/woes. (No more than 300 words.)

Part IV Professional Service/Community Service/Professional Development:

A) Provide a bulleted list of your professional development at FCC and beyond (e.g. attendance/presentation at conferences, articles written, art shows, lunch bunches/teas at FCC, etc.)

B) Provide a bulleted list of your specific contributions to your profession and/or community (e.g., participation in professional or community organizations).

C) Pick one of the above that was most significant to you and write a reflective paragraph that explains how it influenced you. (No more than 100 words.)

Part V Goals

Responses to this section support FCC's Strategic Plan.

Goal 3: Enhance employee work life to promote learning.

College-wide Objective 6:

- *The employee Development Program is comprehensive, accessible, and responsive to individual development plans, mandatory training requirements, and short- and long-term organizational needs.*

A) Reflect on last year's professional goals, noting accomplishments or difficulties in achieving them. In doing so be sure to include a brief summary of last year's goals. (No more than 100 words.)

B) Identify your professional goals for the coming year, new or on-going, and indicate how the College can help you achieve these goals, if applicable.(No more than 100 words.)

SECTION IIA: Department Chair

1. Describe your major accomplishments as department chairperson during the past year.

2. In what ways have you facilitated the work of the department and/or the professional growth of the members?

3. In what ways are you documenting/assessing data to demonstrate the growth of your department?

4. What aspects of the position are you most comfortable with and/or least comfortable? Explain why.

5. List your goals as department chairperson for the next year.

6. How can the VPAA and Dean help you in your leadership role with the department?

**Faculty/Department Chair
Self-Evaluation (Section I & IIA)
Signatures and Response Form**

This document will be reviewed only by: Dean/AVP (if applicable), Provost/VP, HR, and PEC (portfolios for promotion and five-year continuous contract). If you choose, you may also allow section (Part II, A) to be used anonymously as part of the Student Learning Assessment reporting.

Faculty/Chair Signature _____ Date _____
Before conversation with supervisor(s)

AVP Response: (if warranted, no more than 50 words)

Received on time Yes No
Recommend step increase Yes No

Reasons for not recommending a step increase

AVP Signature _____ Date _____

*Faculty/Chair Signature _____ Date _____

*After conversation AVP, if applicable
(Signing does not connote agreement with the supervisor's assessment, merely that you read it.)

VP for Learning Response:

Received on time Yes No
Recommend step increase Yes No

Reasons for not recommending a step increase

VP for Learning Signature _____ Date _____

*Faculty/Chair Signature _____ Date _____

*After conversation AVP, if applicable
(Signing does not connote agreement with the supervisor's assessment, merely that you read it.)

Appendix B FREDERICK COMMUNITY COLLEGE FACULTY SELF-EVALUATION FORM: SECTION I FOR 1 ST YEAR FACULTY	
Period Covered:	FROM: _____ TO: _____
PERSONAL DATA	
Name:	Date of Appointment:
Rank:	Date of Appointment to Present Rank:
Department: _____	
Contract Status: Probationary <input type="checkbox"/> Continuous <input type="checkbox"/>	

Part I Teaching Effectiveness: (no more than 250 words)

Responses to this section support FCC's Strategic Plan.

Goal 1: Enhance Student Learning

College wide Objective 1:

- *The College curriculum, programs, and services for students, including emerging student populations, are appropriate and support their individual needs.*

A) Reflect on your effectiveness as a teacher.

1. Include an example of one change you implemented this past year and the outcome of that change.
2. Provide evidence of cultural competence in the classroom (as stated in the Full-time faculty Job Description: "infuse multicultural and diverse perspectives into the instructional process as appropriate and conduct classes in a manner that demonstrates respect for individual and cultural differences").

B) Reflect on your student evaluations. Faculty are required to evaluate two class sections per year, but you may have elected to evaluate additional classes. For this self-evaluation, please include only two sets of the original student evaluations from the calendar year, unless otherwise instructed by your department chair. Refer to both the statistical analysis and the written comments. Feel free to discuss both positive and negative student comments.

- 1st Year Faculty: A) 1. When you do this reflection, include an example of one specific change you would make, rather like finishing this statement: "If I could do it all again, I would" In doing so you might talk about: budgeting time within a class period, addressing student behavior, altering the format of a test, varying the number or variety of tasks within a class period, etc.
- A) 2. Remains the same.
B) Remains the same.

Part II Assessment of Student Learning: (no more than 250 words)

Responses to this section support FCC's Strategic Plan.

Goal 1: Enhance Student Learning

College wide Objectives 2 & 3:

- *Efforts to promote academic success, retention, and outcomes assessment are effective and well coordinated.*
- *Credit and CE/CT courses and programs have appropriate student learning outcomes, assessment activities, and institutional support for students and employees.*

A) The College greatly values assessment projects. Using a core learning outcome (CLO) from a course that you teach, discuss how you assessed student achievement of that CLO. What do you plan to do as a result of this assessment?

1st Year Faculty: Remains the same.

Do you give your Department Chair the permission to cut & paste this section (Part II, A) to be used anonymously as part of the Student Learning Assessment reporting? Yes No

B) Describe your next assessment goal. It may be a natural outgrowth of the previous assessment, or it may be entirely new.

1st Year Faculty: Remains the same.

Part III College Service:

A) Provide a bulleted list of your specific contributions to the college and/or your content area (e.g. committee work, task forces, *ad hoc* committees, facilitating lunch bunches, mentoring of students/faculty, advising clubs or organizations, volunteering at college activities, etc.).

B) Pick one of the above that was most significant to you and write a reflective paragraph that explains how it influenced you. (No more than 100 words.)

1st Year Faculty: Reflect on the committee meeting(s) you attended this semester (or the past year if your first teaching semester was a spring one).

Part IV Professional/Community Service:

A) Provide a bulleted list of your specific contributions to your profession and/or community (e.g., participation in professional or community organizations).

B) Pick one of the above that was most significant to you and write a reflective paragraph that explains how it influenced you. (No more than 100 words.)

1st Year Faculty: The primary responsibility of new faculty is to focus on teaching effectiveness, so you may not have had time or energy for either professional or community service. That is fine; just write a sentence which explains that fact. If you have made any such contributions, please respond to A and B.

Part V Goals

Responses to this section support FCC's Strategic Plan.

Goal 3: Enhance employee work life to promote learning.

College-wide Objective 6:

- *The employee Development Program is comprehensive, accessible, and responsive to individual development plans, mandatory training requirements, and short- and long-term organizational needs.*

A) Reflect on last year's professional goals, noting accomplishments or difficulties in achieving them. In doing so be sure to include a brief summary of last year's goals. (No more than 100 words.)

1st Year Faculty: Reflect on your professional development through the on-going first year faculty orientation program and any FCC professional development activities (lunch bunches, teas, technology training, etc.) you have attended.

B) Identify your professional goals for the coming year, new or on-going, and indicate how the College can help you achieve these goals, if applicable. (No more than 100 words.)

1st Year Faculty: Remains the same.

**1st Year Faculty
Self-Evaluation (Section I)
Signatures and Response Form**

This document will be reviewed only by: Department Chair, AVP (if applicable), Provost/VP, HR, and PEC (portfolios for promotion and five-year continuous contract). If you choose, you may also allow section (Part II, A) to be used anonymously as part of the Student Learning Assessment reporting.

Faculty Signature

_____ Date _____
Before conversation with Department Chair

Department Chair Response:

Received on time Yes No

Recommend step increase Yes No
Reasons for not recommending a step increase

Chair Signature _____ Date _____

*Faculty Signature _____ Date _____

*After conversation AVP, if applicable
(Signing does not connote agreement with the supervisor's assessment, merely that you read it.)

AVP Response: (if warranted, no more than 50 words)

Recommend step increase Yes No
Reasons for not recommending a step increase

AVP Signature _____ Date _____

*Faculty/PM Signature _____ Date _____

*After conversation AVP, if applicable
(Signing does not connote agreement with the supervisor's assessment, merely that you read it.)

VP for Learning Response:

Recommend step increase Yes No
Reasons for not recommending a step increase

VP for Learning Signature _____ Date _____

Faculty/PM Signature _____ Date _____

**Appendix D
FREDERICK COMMUNITY COLLEGE
FACULTY PORTFOLIO**

Name:	Date:
Rank:	Date of Hire or Last Promotion:
Department:	
Reasons for Submission of Portfolio:	
<input type="checkbox"/> probationary faculty annual review	<input type="checkbox"/> application for continuous appointment
<input type="checkbox"/> application for promotion	<input type="checkbox"/> continuous appointment faculty
<input type="checkbox"/> Assistant Professor	
<input type="checkbox"/> Associate Professor	
<input type="checkbox"/> Professor	

ITEMS THAT MUST BE INCLUDED IN THE PORTFOLIO

- this sheet
- summary of teaching responsibilities
- reflective statement of teaching philosophy, goals, methods, and effectiveness
- response to/comments about peer observation of teaching
- response to/comments about student ratings of courses
- summary of service to the College other than teaching (committees; task forces, mentoring new faculty; course development and curriculum design; sponsoring student clubs, etc.); include dates, accomplishments of the group, and your role
- summary of activities fostering professional development since last submission of portfolio, publications, presentations, courses taken, workshops attended, leadership roles in professional organizations, etc.

ITEMS THAT MUST BE INCLUDED IN APPENDICES *(only items referenced in the narratives should be included in appendices)*

- course materials that support the teaching philosophy (syllabus, objectives, assignments, tests, etc.); description of steps taken to evaluate and improve teaching
- products of good teaching, such as samples of students' work (with permission); pre- and post-test results; results of standardized tests; successive drafts of student's work, with faculty comments marked (with permission); accomplishments of former students; effect on career choices of students
- annual assessments by Department Chairs (Spring/Fall for 1st year probationary need two assessments)
- material from peer observation of teaching
- numerical summaries of student ratings of courses

ITEMS THAT POSSIBLY <i>MIGHT</i> BE INCLUDED IN THE PORTFOLIO OR APPENDICES
--

- unsolicited and solicited letters from students, the College, and the community
- awards for teaching, community service, etc.
- videotape of class with faculty member's reflections
- publications
- other relevant material

Approved by Department Chair	Date
Approved by Associate Vice President	Date
Approved by Vice President	Date

Appendix E
PEER OBSERVATION
For Full-time and Adjunct Faculty

Pre-Observation Meeting

This observation is being conducted by a peer observer who will attempt to record the teaching strategies used by the instructor as well as the responses of the students and the use of the classroom environment. This observation will be conducted in the spirit of respect for the instructor's discipline and instructional philosophy. The following questions are designed to help the observer understand the context and the focus for this particular class. This form is designed primarily for the observer's use but will be returned to the faculty member to use in any way he or she wishes, e.g., inclusion in the portfolio.

1. Help me to understand the theoretical and methodological foundations of the discipline in which you teach. What matters most to you about the teaching of your discipline?
2. What characterizes your teaching role or style in the classroom and secondly, in this class?
3. What do you hope students will get out of this particular class?
4. How will the class be conducted so that students will achieve those goals? Are there any particular strategies you plan to use?
5. What do you hope students will be doing during the class?
6. How will you decide whether or not you have been successful in helping students achieve those goals? How will you evaluate your assessment tools?
7. What have students been asked to do to prepare for this class?
8. What was done in earlier classes to lead up to this one?
9. Is there anything in particular on which I should focus in this particular class?

Peer Observation of a Class

Sample Behaviors Demonstrating Respect

The following list of instructor behaviors is designed to help the observer think about behaviors he or she might observe in the classroom that indicate respect for the student. There are many possible behaviors and respect for students may be conveyed in many ways that an observer might not have the opportunity to observe (e.g. detailed course outline, invitation by instructor for students to come by the office for help, etc.). Keep in mind that instructors have many different styles. Some instructors may have a somewhat more aloof style but be just as respectful as instructors who have a warm classroom style.

1. Facing students who are asking a question or for whom a question is being answered.
2. Making eye contact with students.
3. Addressing students by name as often as possible.
4. Allowing a "wait" time of at least 3-5 seconds after asking a question.
5. Allowing students sufficient "air time" to answer or ask a question.
6. Acknowledging every student comment in some kind of affirmative way.
7. Answering student questions using a thoughtful tone of voice.
8. Treating student questions seriously.
9. Avoiding any kind of disparaging remarks.
10. Having an attentive facial expression while listening to student questions or comments.
11. Showing an interest in all students (not just the most skilled ones).

According to the faculty evaluation policy of FrederickCommunity College, the success of a peer observation process "...requires that faculty develop a culture of trust for one another." This trust depends upon peer observers conscientiously ensuring that language throughout all peer review pieces be descriptive rather than evaluative. In making notes during your observation of the class be sure to use neutral language that describes rather than judges. The observer should plan on observing a class from start to finish or for an hour and fifteen minute segment chosen by the faculty member being observed. In composing your narrative description of a class in session, please discuss the following instructional issues:

1. How were goals and objectives of the class section communicated to the students?
2. Describe how the class was organized to accomplish the goals and objectives.
3. Describe the efforts made by the instructor to make the concepts clear to the students through examples and demonstrations, models, audio-visual aids, or through student participation in asking questions, working on problems, or writing.
4. Describe the instructor's efforts to communicate his/her respect for the students in the class.
5. Describe the instructor's efforts to encourage students to be actively involved in the class.
6. Describe what students were doing during the class.

Post-Observation Discussion

The post-observation discussion provides an opportunity for the peer observer to describe, as accurately as possible, what he or she identified as significant during the class session. Three principles should guide this discussion: a basic understanding of the discipline of the faculty member being observed; respect for the faculty member's instructional philosophy and objectives; and the wisdom and humility to recognize that in every case an observer witnesses just one perspective out of the many that are possible. Be careful to describe rather than judge. A good observation narrative is thoughtful and detailed so that the faculty member has abundant information to use for future innovation and improvement of instruction.

Feedback from the peer observer:

1. Indicate what you observed that was particularly effective about the class session.
2. Discuss what organizational structure you observed, and how you observed the goals and objectives of the class session being communicated. Instead of making a judgment on how clear this communication was, ask the faculty member how he or she determined if the goals and objectives were clear to students.
3. Describe the instructional strategies that you observed being used to convey the concepts and skills central to the class session. Ask the faculty member if there were any additional instructional strategies included in the class session that should be noted in your description.
4. Make a specific reference to the efforts made by the instructor to clarify concepts through the following: examples, demonstrations, questions from students, students actively working on model problems, or students writing about the concepts.
5. Note how the instructor conveyed his or her respect for students in the class. (A list of numerous classroom behaviors that convey respect have been included on the following page for your use. There are many other behaviors as well.)
6. Indicate the ways in which students were active, rather than passive, participants in the class.

Questions to be asked of the faculty member who was observed

1. In what ways were your goals for this class met?
2. Did you provide enough information (data) to the students for them to be prepared for the class activity?
3. What do you think went particularly well during the class?
4. What changes would you consider making the next time you teach this particular unit?

Appendix F FREDERICK COMMUNITY COLLEGE APPLICATION FOR ALTERNATIVE CREDIT
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Proposals for alternative credit must get prior approval from PEC.

NAME:	DATE:
DEPT:	RANK:
DATE OF HIRE OR LAST PROMOTION:	
<i>COURSES TAUGHT AND OTHER DUTIES AT FCC</i>	

BRIEF SUMMARY OR LISTING OF PROPOSED ACTIVITY/ACTIVITIES, INCLUDING ANTICIPATED RATE OF COMPLETION OF EACH ACTIVITY:

NUMBER OF CLOCK HOURS ANTICIPATED:

NUMBER OF EQUIVALENCE CREDITS REQUESTED:

Note: 30-45 clock hours of work/study/attendance/preparation will be considered the equivalent of one academic credit. Credits may be earned in half-credit units.

PLEASE ATTACH A COMPLETED DESCRIPTION (UP TO 1,000 WORDS IN TOTAL) OF THE PLANNED ACTIVITIES YOU ARE SUBMITTING FOR APPROVAL, NOTE (AS APPROPRIATE) THE WAYS IN WHICH THE ACTIVITY WILL BE CAREER-RELATED AND/OR OF BENEFIT TO THE COLLEGE; A DESCRIPTION OF THE LEARNING GOALS OR THE PRODUCT OF THE ACTIVITY; COMPARABILITY TO GRADUATE COURSE WORK (EXCEPT IN OCUPATIONAL AND TECHNICAL FIELDS; ADDITIONALLY, UNDERGRADULATE LEVEL COURSES MAY BE APPROVED FOR ALTERNATE CREDIT IF THEY ARE RELEVANT TO THE EMPLOYEE'S JOB AT THE COLLEGE); PROPOSED DOCUMENTATION; AND AN EXPLANATION OF THE NUMBER OF CREDITS REQUESTED FOR EACH ACTIVITY (e.g. hours you will spend in a workshop or course, length of a certification exam and the number of hours you will spend preparing for the exam, time spent in preparing and presenting a concert or art show, time you plan to spend in preparing and conducting a professional workshop, etc.)

Note: a given activity could be counted as "professional development" in the applicant's annual self-evaluation or as "in lieu" credits for promotion, but not for both. If certification in a field was stated in the advertisement as a requirement for the position you filled, or was required for your last promotion, activities necessary to maintain this certification are considered to be professional development and may not be used for "in lieu" credit.

Date(s) proposal was considered by PEC:	
Date proposal was approved by PEC:	
Number of Alternative Credits to be awarded upon completion of activity:	
PEC COMMITTEE MEMBERS	
(Chair)	

LATER MODIFICATION TO PROPOSAL BY APPLICANT: attach a statement specifying date, nature, credits, date of approval, membership of PEC.

COMPLETION OF ALTERNATIVE CREDIT ACTIVITY	
Number of Alternative Credits Awarded:	
Date:	
PEC COMMITTEE MEMBERS	
(Chair)	

Appendix G
FREDERICK COMMUNITY COLLEGE
APPLICATION FORM FOR PROMOTION REQUEST

The following form should be completed in full. Submit one copy to the Coordinator for Faculty Evaluation, and one copy to Human Resources for verification of service and educational requirements. This form should be submitted the semester before submission of the portfolio.

This completed form with HR verification should be submitted with your portfolio.

Name:

Date:

1. I am applying for promotion to (check one) Assistant Professor
 Associate Professor
 Full Professor
2. The promotion is to become effective Fall Spring of ____ (fill in year)
3. I am currently (check one) continuous appointment status
 probationary status
4. If probationary, are you applying for continuous status? yes
5. What is the date of your hire or last promotion?
6. How many years have you been at your current rank?
7. List all degrees.
8. List the schools and amounts of additional graduate hours to be applied to your request. Make sure HR has current *official* transcripts.
9. List by date, all alternative credits that have been granted for this promotion request.

Verification by HR:

Date:

Section: FH - 3.18
Title: ADJUNCT FACULTY EVALUATION PROCESS

The evaluation of teaching is recognized as an essential part of the LearningCollege philosophy. Adjunct faculty are provided performance feedback to maintain quality standards in the instructional process. The performance feedback process provides opportunities to maximize student learning, to support professional development of adjunct faculty, and to insure quality instruction. The adjunct performance feedback includes observation of teaching, monitoring of essential functions outlined on the job description, and student course evaluations.

Student Ratings

Student ratings are to be administered on every section for the first six sections taught. Thereafter, student ratings are administered on two sections of the faculty member's choice each academic year.*

*Department Chairs may request that students in additional sections be given the opportunity to do student ratings. Also, faculty may request that students in additional sections be given the opportunity to do student ratings.

Classroom Observation

The Department Chair or designee (Program Manager, faculty member, academic administrator) provides performance feedback to adjunct faculty utilizing the classroom/online observation procedures. All adjunct faculty are observed during the first semester's teaching, the frequency of classroom observation is based on the judgment of the Department Chair, Program Manager and/or Associate Vice President/Dean and feedback from student evaluations.

Observations following the sequences suggested below.

Before:

1. Prior to observations adjunct faculty are contacted by the Department Chair or designee to arrange observation date and location.
2. Adjunct faculty are provided classroom observation criteria prior to the observation date.
3. Objectives for the day are provided to the Department Chair or designee prior to the observation.
4. Observations are planned for a minimum of one hour and fifteen minutes, one class period.

During:

1. Department Chair or designee observes arranged class utilizing approved observation form and behavioral criteria.
2. Observation behaviors vary consistent with the style of the observer and the course characteristics.

After:

1. Department Chair or designee provides feedback to adjunct faculty within one week of observation. (online, phone, conference)
2. A written report utilizing the observation form is provided to adjunct faculty as evidence of teaching effectiveness.
3. The adjunct faculty member being observed is provided an opportunity to respond to feedback.
4. Signed observation forms are returned to Department Chair by the adjunct faculty and filed at the department level.

FREDERICKCOMMUNITY COLLEGE
ADJUNCT FACULTY PERFORMANCE FEEDBACK FORM
This form can be found on the "I" drive / ACADEMIC/ Academic Forms folder

Date:

PART I - PERSONAL DATA

Name:

Department:

Course No./Title:

PART II - CLASSROOM OBSERVATION
--

Directions: Describe the degree to which this part-time faculty member actually demonstrates the following abilities and characteristics. (See attached behavioral criteria)

1. The instructor creates a positive classroom climate.

2. The instructor demonstrates effective communication skills.

3. The instructor appears well prepared and organized for the class/lab.

4. The instructor demonstrates knowledge of subject matter.

5. The instructor utilizes teaching techniques effectively.

6. The above five items support a favorable learning process.

Circle an overall rating of the effectiveness of the teaching and learning observed.

5-exemplary, 4-above average, 3-average, 2-below average, or 1- unsatisfactory

PART III- PERFORMANCE FEEDBACK NARRATIVE

Directions: Identify additional strengths and weaknesses perceived within the classroom visitation or *related to the essential functions of the job description*. List possible corrective measures to those weaknesses identified.

Department Chair/ Program Manager
or Designee Signature

Date: _____

PART IV - ADMINSTRATIVE

Post Classroom Visitation Contact
(Face-to-face conference, phone conference, and/or email) Date: _____

Narrative Report Sent: Date: _____

Faculty Response: Date: _____

Faculty Signature: _____ Date: _____

Classroom Observation

Behavioral Criteria

The following list is designed to help the observer consider behaviors he or she might observe in the classroom that promote student learning. In applying these criteria, the observer should note that teaching styles and strategies might vary from instructor to instructor. This list serves as a guideline and does not incorporate all behaviors that might be considered when observing faculty classroom performance. Finally, the criteria provide an opportunity to include useful comments on the feedback form, suggest professional development and facilitate continuous improvement. Observation behaviors are to be done in compliance with ADA regulations.

I. Classroom Climate

1. Makes an effort to build rapport at onset of class; helps class settle in.
2. Knows and uses students' names
3. Involves a variety of students in class proceedings
4. Actively encourages students' questions/involvement
5. Allows a wait time of at least 3 – 5 seconds after asking a question
6. Allows students sufficient "air time" to answer or ask a question
7. Acknowledges every student comment in a thoughtful way
8. Deals with irrelevant questions in a tactful manner
9. Handles differences of opinions constructively
10. Avoids any kind of disparaging remarks
11. Demonstrates respect for student contributions in class
12. Shows an interest in all students (not just the most skilled ones)
13. Maintains control of class pace/proceedings
14. Begins class promptly
15. Promotes Academic Integrity
16. Demonstrates Cultural Competency

II. Communication Skills

1. Makes eye contact with students while speaking
2. Faces students who are asking a question or for whom a question is being answered
3. Varies vocal pitch and rate
4. Is audible in all parts of the room
5. Demonstrates no distracting mannerism
6. Uses animated facial movement
7. Speaks fluently without repeated hesitations
8. Uses appropriate vocabulary and syntax
9. Respects diversity of student population
10. Attracts students' attention and keeps it
11. Encourages cultural competency

III. Preparation and Organization

1. Clarifies learning outcomes
2. Sequences learning experiences appropriately
 3. Shows minimal reliance upon notes/text
4. Reviews and ties in appropriate work previously covered
 5. Allows sufficient time for topics covered
 6. Has necessary handouts, slides, etc., readily available
 7. Requires appropriate amount of time for examples and problem solving to demonstrate or reinforce material being presented

IV. Subject Mastery

1. Is factually correct
2. Grasps students' questions and effectively handles them to promote learning
3. Presents thorough and precise concepts when answering students' questions
4. Uses terminology appropriate to subject being taught
5. Incorporates current developments into the subject matter
6. Provides alternative concepts and strategies for understanding of concepts
7. Promotes ethical behaviors appropriate to the subject matter
8. Engages students in disciplinary thinking
9. Makes interdisciplinary connections
10. Incorporates intellectually demanding content
11. Promotes problem-solving
12. Makes real word connections to course concepts and skills
13. Promotes learning how to learn in the subject matter
14. Promotes global awareness of the subject matter
15. Assesses learning

V. Teaching/Learning Techniques (Conducting an Effective Class)

A. PRESENTATION

1. Summarizes important points made
2. Highlights/repeats critical concepts
3. Relates presentation material to text
4. Attracts students' attention and keeps it
5. Utilizes a variety of references
6. Relates presentation material to practical applications
7. Utilizes clear and legible visuals (board work, PowerPoint, etc.)
8. Uses visuals to emphasize important points
9. Integrates students' reading and writing into presentations
10. Demonstrates smooth, orderly transitions among important concepts
11. Includes opportunities for students' input during presentation
12. Creates diverse learning experiences
 - a. Includes activities for visual, auditory and kinesthetic learners.
 - b. Utilizes the diverse backgrounds of students
13. Assesses learning

B. GROUP DISCUSSION TECHNIQUES

1. Chooses appropriate topics that are relevant to discussion
2. Makes effort to include as many different students as possible
3. Keeps discussions focused and on track
4. Handles "problem" participants tactfully and supportively
5. Summarizes points made during discussion
6. Holds personal participation to a level sufficient to encourage input from others
7. Shows support and encouragement to all participants
8. Demonstrates appropriate competence in general discussion skills such as questioning, paraphrasing, listening skills, etc.
9. Incorporates active learning strategies
10. Incorporates collaborative learning strategies
11. Integrates reading, writing, speaking, and listening
12. Assesses learning

C. LAB TECHNIQUES

1. Has Materials readily available
2. Keeps students actively involved
3. Makes lab goals and objectives clear at onset of class
4. Makes effort to provide individualized attention to students
5. Assesses learning

Section: FH - 3.19 Title: PEER OBSERVATION OF ONLINE CLASSES

Peer Observation in Online Courses

Instructor Worksheet

(This worksheet is to be filled out prior to the Peer Observation and is designed to provide the basis for the pre-observation meeting with the peer observer. This worksheet is retained as part of the record of the observation.)

1. Instructor Name: _____
Date: _____
2. Course Name and Number: _____
3. How many times has the instructor taught this course online? _____
4. Date of last QM Peer Review of this course: _____
(Information is available in the Office for Distance Learning)
5. Nature and date of the most recent review of this course: _____
(Self, Peer, Other?)
6. Who is the primary designer of this online course? _____
(Instructor, Other? Information is available in the Office for Distance Learning)
7. Does the course use audio/visual components? If so, which? Are additional access codes required? _____
8. Does the course use support materials (other than audio/visual) provided by the textbook publisher? _____
9. Does the course use synchronous instructor/student interaction?
 Yes No
10. Does the course use asynchronous instructor/student interaction such as a discussion page or BB? Yes No
11. Are course information and all instructional materials (except the text of tests) incorporated in the course website or available in email interaction? Are those accessible to the peer observer? Yes No

12. How is the Learning Unit organized so that students will achieve the learning objectives formulated for this unit? Are there any particular strategies or activities you use? _____

(Notes for the pre-observation meeting)

13. What are the theoretical and methodological foundations of the discipline in which you teach? What matters most to you about the teaching of your discipline? _____

(Notes for the pre-observation meeting)

14. What characterizes your teaching role or style in an online course in general and in this particular Learning Unit (selected for observation) in particular?

(Notes for the pre-observation meeting)

15. What do you hope students will get out of this particular Learning Unit?

(Notes for the pre-observation meeting)

16. What is the place of this Learning Unit in the context of the whole course?

(Notes for the pre-observation meeting)

17. How will you, the instructor, decide whether or not you have been successful in helping students achieve those goals? How will you evaluate your assessment tools? _____

(Notes for the pre-observation meeting)

18. Is there anything in particular on which the peer observer should focus in this particular Learning Unit? _____

(Notes for the pre-observation meeting)

19. Is there a student with a disability in this course for whom special accommodations have been arranged? [] Yes [] No

Peer Observer Narrative

Peer Observer:

Instructor Name:

Course Name and Number:

1. Navigational instructions make the organization of the learning unit easy to understand.

Observation Narrative:

2. Netiquette expectations with regard to discussions and email communication are clarified.

Observation Narrative:

3. Students are requested to introduce themselves to the class.

Observation Narrative:

4. Instructions to students on how to meet the objectives of the learning unit are adequate and easy to understand.

Observation Narrative:

5. The objectives of the learning unit are clearly stated, measurable and understandable to the learner.

Observation Narrative:

6. The types of assessments selected for the learning unit measure the achievement of stated objectives and learning outcomes.

Observation Narrative:

7. Assessment and measurement strategies are designed to provide feedback to the learner.

Observation Narrative:

8. "Self-check" or practice types of assignments are provided for quick learner feedback.

Observation Narrative:

9. The instructional function of particular elements (such as watching a video or PPT) is evident.

Observation Narrative:

10. Clear standards are set for instructor response and availability (turn-around time for email, grades posted etc.)

Observation Narrative:

11. The instructor uses class discussion as a teaching tool.

Observation Narrative:

12. The selection and use of media supports the objectives of the learning unit and is integrated with texts and lesson assignments.

Observation Narrative:

13. The instructor encourages learner interactivity and guides the student to become a more active learner.

Observation Narrative:

14. Instructions on how to access resources at a distance are sufficient and easy to understand.

Observation Narrative:

15. Help evaluate the usefulness of the Focus Question

Observation Narrative:

Other topics relevant to the observation may be added by the observer or copied from the Instructor Worksheet.

General Comments:

Peer Observer Signature: _____ Date: _____

**FrederickCommunity College
Peer Observation in Online Courses**

Exit Questionnaire

(Responses to the following questions will be used to improve the peer observation process)

1. Was the information included in the instructor worksheet helpful? Something missing? Something you did not need?

2. Were the instructions for the observation clear and complete? Any suggestions?

3. Keeping in mind that the observation protocol is designed to cover different types of courses, are there instructional issues listed that were unclear? If so, which ones? Any suggestions

4. Are there instructional issues that the Observation Protocol should, but presently does not cover? Which ones?

5. Are improvements indicated in the way communication between observer and faculty member is structured? Any suggestions?

6. Did this observation protocol give you the opportunity to provide the instructor with or receive from the observer professional and meaningful feedback with regard to the learning unit observed? Rate and circle on a scale of 1-10 from worst to best :

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

7. General Comment

8. Are there other questions that you think should be included in this exit interview with future teams?

**Frederick Community College
Peer Observation in Online Courses**

Questions and Answers for the Peer Observer

1. How do I "visit" an online course?

ANSWER: The course is located at <http://frederick.Blackboard.com>. After the instructor has given you access to the course, you log in with your own user ID and password.

2. How do I "visit the classroom" for a set period of time if the course is online and asynchronous?

ANSWER: You select with the instructor a Learning Unit or a course period of (for example) two weeks during which you visit the course website repeatedly to observe instructor-student, student-student, and student-content interaction.

3. What should I look at to prepare myself for the observation?

ANSWER: You should familiarize yourself with the information in Instructor Worksheet and explore all the questions with the instructor in the pre-observation meeting. You should familiarize yourself thoroughly with the organization of the website and the list of questions that you are asked to address in your narrative.

4. How can I evaluate in an online course what in an on-campus course is the instructor's classroom presence?

ANSWER: What is the instructor's classroom presence in an on-campus course translates into student-student, student-instructor, and student-content interaction. You observe for a selected period of time how the instructor organizes, manages and guides that interaction.

5. How can I ascertain the quality of a class discussion and whether the instructor is taking enough of a part?

ANSWER: Your primary purpose in this exercise is not to ascertain or judge quality by some abstract standard, but observe and narrate what happened in the discussion so that the instructor can reflect on your observations. As does the instructor, you have the advantage of looking at a written record of the discussion. Whether the instructor's participation was sufficient or too dominating in a particular segment of the discussion is a judgment that may or may not emerge from the post-observation conference.

6. Should I expect that the online instructor uses more multimedia than a classroom instructor?

ANSWER: Remember, in the present set-up of online classes (pre- streaming video) the instructor cannot “lecture” in person. To post the written content of the lecture online gives the student more to read but does not provide the student with the engaging experience. Instructors usually create or welcome activities other than reading to engage the student with the material. Such activities are typically multimedia.

7. Can I observe an instructor in an online course if I've never taught online, myself?

ANSWER: No, you should not. You should have some experience with teaching an online or hybrid class as a basis for the training you will receive as peer observer.

8. How do I know the difference between evaluating the course design and observing instructor performance in an online course?

ANSWER: Obviously, there is overlap between the two. You will know from the information on the Instructor worksheet whether the instructor is or is not the designer of the course. The best advice is to base your observations on the assumption that the instructor role and designer role are two separate functions. You will be given the opportunity to divide your observations into two sets directing one set to the instructor and the other to the designer. If the same person happens to fill both roles, he or she will take both into their own reflection; if the designer is a different person or team of persons the second set of observations will be addressed and forwarded to them.

9. Will I have the opportunity to comment on the peer observation protocol and the instructional issues selected for observation?

ANSWER: Not only will you have the opportunity but you will be asked to contribute comments and suggestions for improvement of the peer observation protocol by completing the Exit Questionnaire.

**Section FH - 4.00 CLASSROOM & ACADEMIC
PROCEDURES**



**Section: FH - 4.10
Title: Classroom Behavior**

Please reference *FCC Procedure 5.17* for information regarding Classroom Behavior.

**Section: FH - 4.11
Title: Procedures for Reporting Emergencies**

Emergency procedures are posted in every classroom and office on campus. For further information you may visit the *Risk Management & Public Service via Communication Central*

**Section: FH - 4.12
Title: Grading**

Please reference *FCC Policy 4.12* for information regarding Grading.

**Section: FH -4.13
Title: Code of Academic Honesty**

Please reference *FCC Policy 4.12.G. & FCC Procedure 4.12* for information regarding the Code of Academic Honesty.

**Section: FH - 4.14
Title: Grievance Procedures for Students**

Please reference *FCC Procedure 5.18* for information regarding the Grievance Procedures for Students.

**Section: FH - 4.15
Title: Student Attendance**

Please reference *FCC Policy 4.12.C.* for additional information regarding Student Attendance.

To maintain the highest quality of academic work, regular attendance at class is necessary. Absence from class does not excuse a student from completing requirements of the course.

Guidelines for expected attendance in each course are set and published by the instructor.

Guidelines

- a. Attendance guidelines are set by the instructor with Departmental approval and are to be included in the Course Syllabus. The attendance guidelines should be supportive of the

APPENDIX 13.b .

- learning process and should not be excessively punitive in their impact. If attendance is a factor used to determine the final grade in the course, define excused and unexcused absences as well as how attendance will be used when determining the final grade.
- b. The purpose of an attendance policy is to encourage class attendance in the belief that students who attend class learn more and have higher academic achievement than those who do not.
 - c. Students are expected to attend all class sessions except in cases of serious illness, emergency, religious holidays, or participation in official College functions. In these cases, the student should provide notification or verification upon request of the instructor. In the case of absence for reasons other than those mentioned above, the student is responsible for conferring with the instructor to determine whether the absence is excused. When determining if the absence is excused, the instructor may require such evidence as seems appropriate without placing undue hardship upon the student.

**FrederickCommunity College
EXCUSED ABSENCE NOTIFICATION**

The following student will be participating in a FrederickCommunity College approved activity. It is the responsibility of the student to provide his/her instructors with a copy of this notification of absence. Provisions should be made by the student in consultation with his/her instructors to make up time lost in other courses.

Approved:

Vice President for Learning

STUDENT SIGNATURE:

ACTIVITY:

INSTRUCTOR:

DATE:

TIME:

Section: FH - 4.16 Title: Use of Copyrighted Materials

This section is currently under revision

The College expects that faculty will observe copyright law when using copyrighted print, audio-visual, or digital materials in teaching and other instructional activities. Faculty should consult the Copyright Procedure (*pending*) for information on the provisions of copyright law, educational fair use, permissions, etc.

Section: FH - 4.17 Title: Multiple Copies for Classroom Use
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Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and
- B. The copying meets the cumulative effect tests as defined below; and
- C. Each copy includes a notice of copyright.

Definitions

Brevity

1. *Poetry*: (a) a complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.
2. *Prose*: (a) either a complete article, story, or essay of less than 2500 words, or (b) an excerpt from any prose work of not more than 1000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the numerical limits stated in "1" and "2" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

3. *Illustration*: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
4. *"Special" works*: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience and which fall short of 2500 words in their entirety. Paragraph "2" above notwithstanding, such "special works" may not be reproduced in their entirety; however an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

1. The copying is at the instance and inspiration of the individual teacher, and
2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a reply to a request for permission.

Cumulative Effect

1. The copying of the material is for only one course in the school in which the copies are made.
2. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
3. There shall not be more than nine instances of such multiple copying for one course during the class term.

(The limitations stated in "2" and "3" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

Notwithstanding Any of the Above:

- A. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works.
- B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- C. Copying shall not:
 1. substitute for the purchase of books, publishers' reprints, or periodicals;
 2. be directed by higher authority;
 3. be repeated with respect to the same item by the same teacher from term to term.
- D. No charge shall be made to the student beyond the actual cost of the photocopying.

The College has an obligation to make sure that violations of the copyright laws do not take place. In the process it should be sure that appropriate interpretations of copyright laws are used so that the level of learning is not diminished. The literature supports the one time use of multiple copies for classroom use and the placing on reserve in the Library of photocopies of journal articles and chapters from trade textbooks. Each of the multiple classroom copies and reserve copies should be marked clearly with a stamp "may be subject to copyright."

Section: FH - 4.18
Title: Library Reserve Service

The Library Reserve service provides controlled access to course-related print, digital, and media items. Reserve materials are held on closed shelves and are distributed from the Library circulation desk, or may be stored digitally and distributed through Blackboard. Faculty determine the circulation period, whether in-house use or time-designated check-out. Materials may be kept on reserve for the entire semester or for shorter periods. Reserve requests must be renewed each semester.

Materials may be placed on reserve without restriction, but faculty are advised that certain materials, especially photocopies, may be governed by provisions of the Copyright Law. Consult the Copyright Procedure (pending) for information on the provisions of copyright law, educational fair use, permissions, etc.

Section: FH - 4.19 Title: Alternative Credit Options

This section is currently under review

The College offers to its students a number of alternative credit options for prior learning. Following is the protocol developed through the Center for Teaching & Learning and the Office of Workforce Development.

1. If an articulation agreement that indicates credit may be awarded for the prior learning or a non-college course (such as EMT-B) or if the course falls under the American Council on Education (ACE) guide, then credit will be awarded as appropriate. This might also include articulations with FCC Continuing Education or FCPS programs.
2. If there is a CLEP exam for the course, the student must take the CLEP exam.
3. If no CLEP exam exists for the course, but a Departmental Exam exists, the student must take the Departmental Exam.
4. If no CLEP or Departmental Exam currently exists, the student may contact the department to see if a Departmental Exam can reasonably be created. If it is reasonable, a Departmental Exam will be developed and the student must take that exam.
5. If a Departmental Exam cannot be developed, portfolio review may be possible. The student will be given a portfolio packet, including a workbook to help the student develop a portfolio on their own for evaluation by a faculty member as designated by the department chair. Portfolio packets are available through the Center for Teaching & Learning.

College-Level Examination Program (CLEP)

The College-Level Examination Program of the College Entrance Examination Board is recognized by Frederick Community College. This program enables individuals who have acquired education in a nontraditional way to receive credit for successful achievement on the CLEP exams.

A CLEP Information Sheet and registration form are available in the Testing Center.

Departmental Examinations

Credit by Departmental Examination is offered through the College to currently registered students who, because of prior learning, are seeking academic credit to demonstrate specific course competencies while exempting standard course attendance requirements.

ELIGIBLE AREAS

Departmental exams are available for courses not currently addressed via external testing programs (CLEP, ACE, DANTES, etc.), and where the content of the course is appropriate for that purpose. Departmental exams are applicable only to those courses currently offered by the College and may be applied to both elective and major courses within the student's program of study. Credit by departmental exam is available to full and part-time registered students of the College.

APPLICATION/APPROVAL PATH

Applications for departmental exam are available from the appropriate academic department. Applications must be accompanied by a copy of the student's current transcript and are submitted to the department chair. Arrangements for taking the exam are the responsibility of the student and appropriate instructor. Arrangements may be initiated following departmental approval of the student's eligibility and payment of examination fees. Recorded results of the examination are forwarded to the registrar via the department chair for entry of credit on the student's transcript.

CREDIT AND EXAM LIMITATIONS

Departmental exams are restricted to the equivalent number of credits of the course being offered. There is, however, no limit regarding the number of credits which the student may accumulate as a result of the departmental exam process. Departmental exams may be taken only once for a particular course and may not be taken as an alternative for previously completed courses.

EXAMINATION FEES

Tuition will be charged at a rate of 50% of the normal tuition.

EXAM CONSTRUCTION

The faculty of the department/discipline will determine whether or not a departmental exam for any individual course is appropriate. In those instances in which the department chooses to include an exam option for students, the exam will be constructed by current full-time faculty, subject to review and approval within the department prior to the exam's first administration, and become the "examination of record" for the department. In those instances where the course material being assessed is outside the expertise of current full-time members, adjunct faculty may be requested to develop the appropriate exam. Departmental exams will be reviewed periodically for currency.

Departmental exams should be constructed to provide for adequate assessment of the student's breadth and depth of content knowledge and/or skill acquisition. Assessment areas within the exam should address the core learning outcomes and objectives of the course as established within existing course outlines and/or approved by the department.

Reimbursement to faculty for development of departmental exam is \$125. Remuneration is to be reported on a time sheet as contract services for Development of Departmental Exam. The time sheet is signed by the Department Chair.

GRADE APPEAL

Students may appeal examination grades using the established grievance process of the college for such purposes.

Independent Study Program

Students are encouraged to consider the Independent Study Program. This option permits students to follow individual interests beyond the limits of a more formalized course. It also encourages self-discipline and scholarly development.

Students may obtain an independent study application from the various academic departments and must contact a faculty member who is willing to supervise the independent study. All Independent Studies are to be approved by the Department Chair and appropriate Associate Vice President/Dean.

Independent study is offered through the College as a faculty-supervised educational experience directed toward an individualized set of student learning outcomes. The outcomes are tailored to selected identifiable goals of the student, measurable using generally accepted methods of evaluation, and when successfully completed, are awarded credit. All independent study experiences are subject to the following guidelines to promote successful completion of the study goals.

Independent Study Guidelines

Eligible Areas - All special interest areas and academic disciplines hold potential opportunity for independent study. **Independent study, however, may not be used as a substitute for established course offerings.**

Proposal Elements - Application for independent study should be accompanied by documentation that specifically outlines the:

- ❑ scope and goals of the study,
- ❑ activities of the student during the period of study,
- ❑ specific learning outcomes being pursued,
- ❑ the anticipated number of faculty-student contacts during the study, and
- ❑ the approximate number of hours of expected student involvement.

Course Prerequisites - Specific course prerequisites are not required to apply for independent study. It is expected, however, that applicants possess the discipline specific background necessary for pursuing the chosen study goals. Judgments regarding a student's background are the responsibility of the faculty mentor.

Methods and Materials - All materials and methods of evaluation used in the study must be appropriate to college level standards of practice.

Faculty/Student Contact - A minimum number of three contacts between the student and faculty member is expected during the semester. The initial contact serves to frame the study goals and learning outcomes. A second contact during the 5-6 week of the semester provides early notice of the student's progress and the opportunity to either continue or terminate the study. A final contact serves to conclude and evaluate the achievement of the student's learning outcomes. Additional contacts throughout the semester are at the participant's need and initiation.

Completion/Termination of Study - All Independent Study activities are subject to the normal semester calendar in which they occur. Extensive projects requiring additional time may be continued in a subsequent semester following approval of a second application.

Termination of study prior to its completion is at the student's discretion and is subject to College policies and practices addressing student withdrawal from academic courses.

Number of Credits - All study applications are limited to four credits.

Faculty Teaching Load - Independent study assignments are not considered part of a faculty member's normal teaching load, nor do they contribute to calculation of overload status. Study assignments are reviewed, however, with regard to impact on normal responsibilities outlined in the statement of Faculty Professional Responsibilities.

Eligible Faculty - Full-time and current adjunct faculty are eligible to serve as instructors in the independent study process.

Remuneration - Remuneration for faculty is \$125 per student and is paid regardless of continued enrollment of the student after the second week of classes. Student withdrawal from the study prior to the second week results in a \$25 honorarium to faculty to compensate for student contact and time spent in the application process. Faculty are remunerated following completion/termination of the study.

Application/Approval Path for Independent Study

Students interested in completing an Independent Study course are directed to the instructor first.

The student:

- Contacts the instructor or the appropriate department of the course of interest.

The instructor:

- Prepares an Application for Independent Study form (available from the various academic departments.)
- Prepares an Independent Study Plan.
- Gives the Application form & Independent Study Plan to the student.

The Student:

- Hand-carries form and study plan to the Associate Vice President for final approval.

The Associate Vice President's office:

- Approves and returns the signed Application form & study plan to the student.

The Student:

- Hand-carries form to the Admissions office and registers.
- Retains study plan.

The Admissions office:

- Creates a course number and an index number for the independent study.
- Retains white copy, forwards yellow copy to payroll and pink to originating department and gives gold to student.

The Instructor:

- Notifies the Department Office Manager of completion of Independent Study.

The Department Office Manager:

- Retains pink copy in department files.
- Issues remuneration for all Independent Studies before the close of the semester in which the independent study is completed.

All forms for independent study are available via the Academic Office Manager in each department.

Section 5.00**CURRICULUM****Section: FH - 5.10****Title: Curriculum Submission Process Protocol****CURRICULUM SUBMISSION CHECKLIST**

(Please include this as the cover document for your submission)

Completed and approved documents must be to the Curriculum Chair one week in advance of the scheduled Curriculum Committee meeting.

1. ORIGINATOR - SUBMIT TO DEPARTMENT CHAIR

- Course - New - Form A, Form B-1, Syllabus & topical outline
- Course - Revision - Form A, Form B-2, Syllabus & topical outline
- Course - Removal/Reinstatement - Course removal - Form A & Form E
Course reinstatement - Form A, Form E, Syllabus and Topical Outline
- Course - Experimental - Form A, Syllabus and Topical Outline
- Degree, Certificate, LOR - New - Form A, Form C-1 (MHEC proposal required for all new degrees or stand-alone certificates.)
- Degree, Certificate, LOR - Revision - Form A, Form C-2
- Degree or *Stand-Alone* Certificate - Discontinuance/Suspension - Form A, Form C

2. DEPARTMENT CHAIR

- Checks paperwork for accuracy
- Takes to department for review
- Sends to Learning Leadership Council (LLC) for approval of new programs and major revisions
- Sends signed original to AVP

3. ASSOCIATE VICE PRESIDENT

- Signs & forwards to Curriculum Coordinator

4. CURRICULUM COORDINATOR

- Reviews document, obtains VP Learning signature and forwards to Curriculum Chair OR
- Notifies originator that document requires changes

5. ORIGINATOR

- Originator sends electronic copy to Curriculum Chair after receiving notification from Curriculum Coordinator that document has been approved by VP and forwarded to Curriculum Chair

6. CHAIR CURRICULUM COMMITTEE

- Checks paperwork for completion and VP signature
- Posts electronic copy to shared drive for Curriculum Committee review
- Meets with Curriculum Committee

7. CURRICULUM COORDINATOR

- Forwards electronic copy to Financial Aid, PS Project Director, Transfer Counselor and Risk Management to review for potential issues

8. CURRICULUM COMMITTEE

- Reviews materials

- Approves or returns to department for major revisions only
- Curriculum Chair signs and forwards approved documents to College President for signature
(New programs and certificates or major revisions to programs & certificates only.)
- Curriculum Chair forwards all signed documents to Curriculum Coordinator
- Curriculum Chair presents a Summary of the Approved Documents (i.e., Curriculum Committee minutes/report) to the Senate and sends a hard-copy to the Senate Secretary.

10. CURRICULUM COORDINATOR

- Distributes copies of all approved documents to the scheduling office (addendum), originator, departmentoffice manager, AVP, WRC, Financial Aid, PS Project Director, Counseling, Curriculum Chair, and archives original. Syllabi of record is uploaded to the shared drive and ARTSYS.