

Faculty Handbook

February 2011

Alvin Community College

takes pride in having served area students for over half a century. Faculty members come from many diverse backgrounds and each brings a unique strength to the College Community. As fellow Instructors, we hope that your experiences here at ACC are rewarding and productive and that this handbook will help acquaint you with the policies and procedures of the institution. The College continues its strong commitment to high quality academic and technical programs, and as we extend our dedication and resources to the Pearland College Center and beyond, there is no question that you will be an integral force in providing excellence in education and leadership well into the twenty-first century.

Welcome to ACC!

COLLEGE MISSION STATEMENT

Alvin Community College is a public, two-year, comprehensive community college with a strong educational heritage and a continuing emphasis on providing quality educational experiences for all of its students. The College seeks to implement its philosophy by providing quality post-secondary educational services (including occupational/technical, college transfer, and adult programs) for all those who can benefit from them, as well as quality occupational/technical program opportunities for area secondary students. The College also seeks to provide accessible educational services, through varied formats and schedules and full- and part-time programs, which address a wide spectrum of individual needs and abilities, along with educational programming related to the economic and employment realities of the area served, and to offer expanded career options through cooperation with industry, business, professions, government, and other educational institutions. In addition, the College seeks to offer comprehensive programs which integrate communications, math, science, humanities, interpersonal skills, and reasoning. Further, the College seeks to provide students the opportunity to develop skills needed to enter and succeed in College programs through continuing opportunities to extend and upgrade skills, knowledge, and interests; through testing, evaluation, and counseling to allow students to make informed decisions regarding their abilities, achievements, and behavior; and through experiences to develop personal, social, and cultural dimensions. The College is accountable for its mission within the limitations of its physical and financial resources.

INSTITUTIONAL GOALS

1. To provide appropriate academic courses in the arts and sciences for those pursuing associate degrees or planning to transfer to a senior institution.
2. To provide one- and two-year technical programs that prepare graduates to enter business or industry with marketable skills.
3. To provide programs that assist students to master skills that are fundamental to academic and career achievement.
4. To provide continuing education programs that incorporate current and new technical courses, training partnerships with business and industry, and other opportunities for individuals to acquire and upgrade skills or seek personal enrichment.
5. To provide an environment that supports and encourages students in their academic advancement and assists them in their personal and social development.
6. To provide for the systematic measurement of academic excellence and institutional effectiveness and evaluate the progress of the institution's achievement of its strategic objectives.
7. To provide opportunities for collaboration, cooperation, and/or articulation with area schools, community colleges, universities, industries, and local government.
8. To maintain a commitment to educational excellence through intensive efforts to recruit, retain, develop, and support an outstanding faculty and staff.
9. To provide a cost-effective use of human, physical, and fiscal resources.
10. To maintain a safe and inviting campus environment.
11. To recruit, retain, and educate students to their selected level of educational success. (*Institutional Goals: revised 3/4/98, adopted 7/23/98*)

Academic Freedom

Academic freedom is not a privilege of education but a condition of intellectual independence in the classroom. Instructors are entitled to freedom in discussing their subject matter and in expressing their own opinions as citizens of the nation, state, and community so long as they make clear that they are expressing their own opinions and not those of the institution.

The partner of academic freedom is academic responsibility. The responsibility to be professionally competent, professionally behaved, professionally accountable, and professionally respectful falls upon all faculty members. Instruction must adhere to state mandated requirements and outcomes for the course. Instructors should be aware that individual independence is to be exercised with judicious and responsible consideration of the situation.

Details concerning Academic Freedom are available in the Board of Trustees Policy Manual.

Academic Jurisdiction of Faculty

Primary responsibility for the quality of the educational program rests with the faculty. All concerns related to general academic matters or specific departmental issues should be brought to the attention of the appropriate department and/or division chair.

Adjunct Faculty Office G-100

A Part-Time Faculty Office has been established in the Liberal Arts Building (G-100) to provide a work/service area for all adjunct faculty. The office is equipped with computers, printers, telephones, and lockers for part-time faculty use. The Evening Program Administrative Assistant is stationed in G147 and is available to provide assistance Monday thru Thursday 3:30-7:30pm.

Annual Performance Evaluation

Full-time faculty receives a written performance appraisal at the end of each academic year. Part-time faculty members will be appraised their first semester of teaching and annually thereafter using classroom observations and student evaluations of teaching performance. The appropriate supervisor (or designee) completes the appraisal, reviews it with the faculty member, and files it with the appropriate dean. Evaluation results provide the faculty member with direction for improvement of instructional performance and provide supervisors with data for decisions regarding promotion, tenure, and discharge. Details concerning Annual Evaluation are available in the Administrative Procedures Manual.

Attendance / Absence / Tardiness

The College believes that student attendance in all classes is necessary. There is no institutional policy regarding 'excused' absences; instructors may make their own determination concerning this matter but must include their criteria for counting absences and for allowing work to be made up in their syllabus. Work missed because of approved college activities may be made up without a penalty; however, the College does not condone 'cuts' by students nor does it allow 'walks' or early dismissal by instructors.

The instructor has the discretion and the authority to determine that accumulated absences (including excused absences) preclude any reasonable possibility of successful completion of the course. Attendance records are especially important for students receiving Veterans benefits and Pell grants.

Instructors may NOT drop students for non-attendance.

Instructors must keep accurate records of student attendance for the entire semester. Instructors must make a clear statement in the syllabus of their policies regarding missed work and excessive absences. Students who are repeatedly and disruptively tardy may be referred to the Office of Admissions & Advising.

Auditing Courses

On a space-available basis after regular registration is completed, students are permitted to register for courses on an audit basis. The procedure for audit registration is the same as for late registration. Students are not permitted to 'sit in' for a semester without officially registering for a course either for credit or audit.

Career Services

A variety of services and formats are available which utilize a process of self-assessment (testing), career exploration and information gathering. In targeting a specific goal, individuals can explore career preparation, possible routes of training and gaining education, attainment of marketable skills and career management. Individuals who need to decide or clarify a major, and individuals who need to identify new job possibilities, are highly encouraged to make use of this service.

Census Roster

The 12th Day Class Roster (4th Class Day in summer sessions) must accurately reflect enrollment in each class. Enrollment is the basis for our state funding, so accuracy is crucial. Instructors are required to review the rosters carefully and thoroughly and to notify the Dean of Students of any discrepancies. When the rosters are 'clean' they are to be signed and turned in to the Enrollment Services Center (A100).

Children in Classrooms / Unattended Minors

The college wishes to promote an educational environment that optimizes learning for all enrolled students. Infants and minor children are not allowed in the classroom, laboratories, or other facilities of the college. Children who are participating in official college events are welcome. For child welfare and security reasons, unattended children are not permitted to be left anywhere on campus.

Classroom Conduct

Instructors are authorized to establish rules of conduct within the classroom. He/she has the right to suspend a student from class whenever the behavior is believed to be disruptive or inappropriate.

The student code of Conduct is published in the Student Handbook. It details both the behavior and conduct for which students may be disciplined and the form the discipline may take in accordance with the Administrative Procedures Manual.

Club Sponsorship

Faculty are encouraged to participate in student organizations, both informally and as sponsors. Faculty interested in being involved with student clubs should contact the Student Activities Office.

Conflict of Interest

Employees of the College are not permitted to engage in any aspect of any business or obligation that conflicts with the proper discharge of their duties. Employees with contract-making authority may not accept outside employment with any business or concern that holds a contract with the College.

Copy Center

The Copy Center provides copy services for faculty and staff members. Due to the volume of work in this department, a week's notice is suggested (and sometimes required) for large copy jobs, just to insure timely delivery of printed material. The Copy Center offers an invaluable service for quick reproduction of classroom materials and tests. The Copy Center's hours of operation are 7:30am to 5:30pm (closed the noon hour) Monday thru Thursday and 7:30am to 11:30am on Fridays during fall and spring semesters. Summer hours of operation are 7:30am to 5:00pm (closed the noon hour) Monday thru Thursday.

Copyright Regulations

Instruction, scholarship, and research are generally granted 'fair use' of copyrighted material.

Course Syllabus & Curriculum Vitae

The course syllabus is the document by which the basic purpose, structure, and proposed outcomes of a course are delineated. Faculty members must provide each class taught a syllabus at the beginning of the course. In some departments syllabi are departmentally constructed; in some, instructors create their own in ACCORDANCE with departmental guidelines. The syllabus is designed to serve students as a guide to the instructor's expectations. As such, a syllabus should be reviewed periodically to insure that it reflects current and appropriate standards. The minimum required information includes:

- * Instructor's name and title
- * Instructor's office hours
- * Instructor's office phone number
- * Instructor's E-mail address
- * Course name, number, and section
- * Day/s and time/s of course meetings
- * Brief course description
- * Rationale and learning objectives
- * Required text(s)
- * Grading formula and scale
- * Instructor's policy on attendance, withdrawal, and make-ups
- * Special assignments or projects
- * Course outline
- * Tentative calendar for major assignments and exams
- * ADA Statement and ADA Advisor contact information

If the course is a Distance Education course, please contact the Distance Education department for additional requirements. At least one copy of each syllabus must be filed with the department chair. An example syllabus is enclosed in the Appendix.

To ensure that Alvin Community College is compliant with the requirements of the State of Texas House Bill 2504, two weeks prior to the start of each semester, all Faculty members are required to have posted on line:

- 1) A syllabus, for every credit course, which satisfies the standards adopted by their department/division that provides a brief description of each major course requirement, including each major assignment and examination, and that also lists any required or recommended reading and provides a general description of the subject matter of each lecture or discussion.
- 2) A current curriculum vita that lists the instructor's postsecondary education, teaching experience and, significant professional publications.

Instructions for formatting and storing these documents will be publicized by the HB 2504 Coordinator in advance.

Curriculum Development / Changes

When curriculum changes or new curriculum needs are identified, faculty members play a key role in the development of new or adjusted programs. Beginning at the departmental level, recommendations are submitted to the appropriate Division Chairs, Academic Affairs/Curriculum Committee, and the area dean for consideration and needs assessment. Final approval for curriculum changes rests with the Texas Higher Education Coordinating Board; larger changes such as new programs also require that SACS be notified.

Day Schedules – see Office Hours

Discipline / Conduct – moved to Classroom Conduct

Distance Education and MyBlackboard

ACC offers two different ways to take a distance education class in a secure online environment –Internet (IN) or hybrid (HY).

Internet (IN)

An Internet (IN) class is conducted almost if not entirely online. Some instructors may require that students come to campus for orientations, field trips, or to take tests in an approved testing location. Students must have access to the Internet, as all classes are conducted through MyBlackboard.

Hybrid (HY)

Hybrid courses combine online learning and face-to-face instruction in a manner that reduces the number of face-to-face classroom meetings. Students attend a portion of the class in the traditional classroom at regularly scheduled times and complete the remaining portion of the class online using MyBlackboard

Web-enhanced Classes

Many instructors also take advantage of the MyBlackboard software to supplement their face to face classes. The system can be used for communication, to post documentation, or for assignment and assessments.

MyBlackboard

All Internet and hybrid courses are conducted online using the MyBlackboard system. You may log in to MyBlackboard from the following site <http://bb6.alvincollege.edu> or by using the MyBlackboard link located on the left side of the ACC homepage. If you want to use the MyBlackboard system for any class at ACC, you need to complete the request form that is sent by email approximately 6 weeks before each semester, or you can contact the Distance Education Department if you need a copy of the form.

Training Opportunities

The Distance Education Department offers many opportunities for training in MyBlackboard and other supplemental software offered for use by our faculty. Watch for invitations to these sessions in your ACC email. There is also a **Faculty Lounge** located when you log into MyBlackboard which contains an entire repository of help files and tutorials that might be helpful for those interested in using the MyBlackboard software.

Support from Distance Education

Instructors who have technical difficulties or questions about Distance Education or the MyBlackboard system can contact Dena Faust or the Distance Education Department by phone at (281) 756-3728 or by e-mail at de@alvincollege.edu with any questions.

End of Semester Check-List (Part-Time Faculty)

At the end of each semester, part-time faculty must return all equipment and materials, keys, software, textbooks, laboratory manuals, reference books, etc. to their respective department offices, unless other arrangements have been made with the department chair. Grade books, final exams, and documentation of the method used to determine final grades should be turned in to the Department Chair. Other questions concerning semester check-out should be addressed with the department chair.

Examinations / Finals / Make-ups

Instructors should periodically evaluate their students' understanding of the subject matter in a reasonable and timely manner. Evaluating an entire semester's work on a single grade is not considered educationally sound. Finals are to be administered in accordance with the published final exam schedule each semester. Any deviation from the published schedule must be approved by the appropriate Dean.

Faculty Work Load/ Standard Work Week/Summer Work Week

A thirty-five (35) hour per week workload for faculty is in accordance with the unique instructional demands that exist within each department. This 35-hour per week load consists of instructional, both direct and supplemental, and non-instructional duties. The institution reserves the right to assign other duties to instructors as needed.

Field Trips

Instructors who wish to take students on field trips should follow these procedures:

- * Request approval from the department chair or Division Chair.
- * Complete Vehicle Request Form (sample, Appendix P), available from Campus Police.
- * Complete Student Travel Forms (sample, Appendix N) from Campus Police or Student Activities Office.
- * Have each student complete the form and distribute completed copies.

Grade Books

ACC does not have a standard grade book. Faculty may use the Attendance/Grade Report form or a grade book such as those available in the College Store. Whatever form instructors use, the following general guidelines for grade book records should be employed:

- * Identify each class record with instructor's name, semester/year, course number and section
- * Record grades and attendance in ink
- * Label grade columns (e.g., Major Exam 1, Report 2)

Grade Changes

Grades that have been reported to the Registrar Office may only be changed at the initiation of the instructor with the approval of the department chair and the appropriate Dean. The policies for grading and for making grade changes are detailed in the Administrative Procedures Manual and in the College Catalog (Academic Regulations, Grading).

Grade Appeal Process

❖ Procedure for Hearing on Grade Challenge Petition

1. Students have one year from the date of the grade assignment to challenge a grade.
2. Grade change request begin with the course instructor and must be approved by the instructor, the Division Chair, and the appropriate Dean.
3. A student who wishes to challenge a course grade must first discuss the matter with the instructor.
4. If no resolution is reached and the student wishes to pursue the challenge, a written appeal from the student must be presented to the Division Chair.
5. If a written appeal is received from the student, the instructor in question will be given a copy of the student's appeal and must provide a written response to the issue within three (3) days of the receipt of the letter. The response should be forwarded to their Division Chair and appropriate Dean.
6. The Division Chair will meet with the student to resolve the dispute.
7. The Division Chair will forward the written results of the meeting with the student to the appropriate Dean.
8. The Dean may meet with the student or refer the issue to the Academic Affairs Committee.
9. If the issue is presented to the Academic Affairs Committee, the appropriate Dean will act as chairman of the hearing.

❖ Procedure for a Grade Change Hearing

1. All proceedings are recorded.

2. The student is allowed to present his/her class grade issue. (The student should be told to address only the grade change issue.)
3. Following the student, the instructor of record will be allowed to present his/her relevant course materials.
4. The instructor should provide the committee a copy of the course Student Information Plan (SIP) and any other relevant materials.
5. After the hearing the Committee will meet and record their decision.
6. The final report will be in writing and provided to the student by the presiding Dean.
7. The decision of the Academic Affairs Committee is final.

Graduation

Full-time Faculty attendance at graduation is a contractual requirement. The College provides the appropriate regalia through the College store. Faculty are also encouraged to attend other graduation ceremonies sponsored by ACC.

Incomplete Grade / Grade Points Not Assigned

An I (Incomplete) may be awarded when the instructor determines that minimal work on the part of the student and the instructor will complete the course requirements. An I (Incomplete) grade not changed by the instructor to a grade of completion (A, B, C, D, or F) by the end of the following semester (December, May, August) will automatically be changed to an F. An instructor may extend an I (Incomplete) grade deadline for one additional semester by submitting an Incomplete Grade Extension form to the Registrar's Office. If a valid grade change is not submitted by the new deadline, the system will convert the I (Incomplete) grade to an F.

Instructors should initiate with the student a written agreement that specifies what work is to be completed, the deadline for completion, and the consequences of failure to honor the agreement signed by both parties. (see Appendix for a sample)

Instructional Commitment

A student enrolled in class has entered an agreement with the instructor of that class for a specified number of contact hours of instruction per semester, and instruction is to be scheduled for each class meeting, starting with the first day of class. Instructors are not to dismiss classes early or to give 'walks,' and instructor absences are to be filled by a substitute.

Intellectual Property Rights

Alvin Community College is not a research-and-development institution. As such, research, discoveries, and inventions are not a primary objective of the College. Should such discoveries or creations occur, however, the Colleges policy is to protect the development of the creation while serving the best interest of the public, the creator, and the research sponsor. The policy shall also ensure that the benefits of such property accrue to the public, the inventor, the College, and the sponsors in such degrees of protection, monetary return, and recognition as the situation requires.

Learning Lab

The Learning Lab is located on the second floor of building A, the Learning Resources Center. The Learning Lab is an open-concept learning center that serves ACC students and community patrons. Its purpose is to provide academic assistance for students in a relaxed and informal environment. Math tutoring is provided for developmental math classes through calculus classes. Additional tutoring is offered in most academic disciplines. Lab services include developmental classes to better prepare students for their chosen programs, individual tutoring, and computer usage and printing, including internet service. The Learning Lab provides assistance with study skills and serves as a testing facility for distance education classes.

Library

The library is located on the second floor of Building A. The automated catalog, the Internet, and subscription databases are accessible from anywhere the Internet is available. Off-campus access of the databases requires login access, which is obtained from the library. The library's mission is to support the ACC curriculum with additional research materials and to provide personal enrichment materials. Materials not housed in the library are available through Interlibrary Loan or Document Delivery. Students must show a valid student ID card to borrow materials or use the computers. Contact the Library for more information.

Mailboxes / Phones / Messages

All full-time and part-time faculty are assigned a mailbox on the main campus. Official College communications are distributed to faculty mailboxes. Memos and record-keeping data may be placed in faculty mailboxes at any point throughout the day. It is imperative that faculty, both full-time and part-time, check their mailboxes frequently. Personal mail may be sent from the mailbox in the College Store. The mail room staff (in A124) should be notified in advance of bulk mail outs.

Individual offices at ACC have direct-access phone lines. The switchboard phone number on the Main Campus in Alvin is (281) 756-0000. The main phone number at the Pearland College Center is (281) 756-3900. These numbers should not be used on the course syllabus as an available phone number for students to reach instructors. Use the direct phones to your offices. Emergency situation phone messages cannot be routed to faculty by the Division offices or by Campus Police. Emergency phone messages to students should be routed through Campus Police.

Meetings with Students & Faculty

If an instructor has made an appointment with a student that cannot be kept, the instructor must contact the student as soon as possible to reschedule or cancel the meeting. The instructor must receive confirmation from the student that they know the meeting has been changed. Sending the student an email or leaving an answering machine message is a good way to start, but the instructor must hear back from the student before considering the appointment cancelled or changed.

Office Hours

Full-time faculty is expected to schedule, post, and maintain regular office hours specific to their assigned instructional departments. Office hours are primarily reserved for class preparation and student conferences. Part-time faculty members are to schedule appropriate office hours in consultation with the

Department Chair. Full-time instructors must set their hours according to the following guidelines:

- Instructor schedule - class meetings and office hours must be posted on or near office door within the first week of classes
- Office hours must be scheduled for each working day of the week (Mon-Fri for long terms).
- Office hours before 8am may only precede the instructor's first class by thirty minutes.
- One additional office hour must be added for each overload class.
- Evening Instructors should be available immediately before and after each class session.
- TBA (To Be Arranged) courses: These courses have the same office hour requirements as on campus courses. It is especially important for these instructors to be on-campus and available during the first days of class.
- Internet courses: The instructor will develop a consistent schedule of availability with the Department Chair for each class in this format. It is especially important for these instructors to be available during the first days of class.
- Instructors in the summer are to maintain one office hour per 3 hour class. All other teaching assignments will have pro-rated office hours based upon consultation with the Department Chair.
- Specific office hour requirements for each department are on file in the office of the Dean of Instruction.

Please note that any modification to the above office hour guidelines must be approved by the area Dean.

Faculty members must complete the Faculty Load/Office Hour form each semester indicating their daily class meeting times and scheduled office hours, file a copy with their department chair and appropriate Dean, and post the office hours outside their office in the first week of class.

Office Hours - Options for Part-Time Faculty

- Evening classes. Part-time faculty should try to arrive at least 30 minutes before class and be prepared to stay at least 30 minutes after class.
- Provide appropriate telephone numbers to your students.
- Provide an ACC e-mail address to your students.
- Be available during all lab time.
- If you have day classes, please remember that it is permissible to schedule office hours for G-100 (the Part-time faculty office).

Official Grade Reports

Grades must be submitted through WebACCess. Students withdrawn from a course on or before the last withdrawal date receive a grade of W and will not appear in the roster on WebACCess.

Overloads

Faculty members should consult with the department chair about specific overload opportunities. Teaching overload procedures are outlined in the Administrative Procedures Manual.

- ❖ At least one office hour per week should be scheduled between 8:00 a.m. and 12:00 noon on Fridays.
- ❖ Office hours after 5:00 p.m. may only count toward the contractual/required 10 hours per week if they

follow a late afternoon class or precede an evening class.

Parking / Vehicle Regulations

Vehicles on campus must be registered with Campus Police. Faculty receive parking decals that limit parking to areas painted with white stripes and designated "Faculty/Staff parking." There is no assigned parking in these areas. The College assumes no responsibility for damage to or losses from parked vehicles. On campus automobile accidents should be reported to Campus Police in the form of an accident report available from the Campus Police.

Part-Time Faculty Office G-100 – see Adjunct Faculty Office G100

Print Shop – see Copy Center

Professional Development

Continuing professional growth is expected of all ACC full-time faculty members. Faculty are strongly encouraged to participate in and support all college activities, especially those organized and/or participated in by students (e.g., drama productions, musical performances, athletic events, guest speakers, etc.). Within the first few weeks of employment, Department Chairs should work with new faculty to create a professional development plan.

Part-time faculty members are expected to remain current in the discipline taught and are invited to attend conferences and seminars held on campus. Attendance at the Faculty Workshop is mandatory; any exception must be pre-approved by the area Dean.

Record Keeping

The Enrollment Services Center is the first point of contact for new students.

For faculty members, the most significant functions of the Registrar's Office are the maintenance of student records, the preparations of official class rosters, the processing of withdrawals and other adjustments to the class rosters, and the processing of grades.

Accurate and timely record keeping is a crucial element of the educational system. The information provided by faculty is the basis for a number of reports filed with outside agencies that relate directly to operations and funding. Official Class Rosters identify the number of students registered for classes and whose attendance must be documented (verification from these records is frequently needed for audit purposes). The 'instructor' copy of the final grade sheet submitted to the Registrar's Office should be kept for three years. Actual grade sheets should be on file for at least one full semester (agreements for completion of "I" grades and the grade appeal process are valid for one semester beyond the issuance of the grade). All student work should be returned to students except assignments or tests that must remain secure.

Registration / Advisement

Initial academic advising for new ACC students is conducted in Advising Services.

Role of Faculty in Governance

The accomplishment of the goals of any educational institution depends on the successful interaction of the administration, the faculty, the student. Presidential and special ad hoc committees serve as the primary channel of communications through which the faculty may use their expertise and experience in the development of college policies and procedures. Active participation in the committee process will ensure that new ideas are given every opportunity for discussion and careful consideration. It is important to remember that all committee meetings are open and that any faculty member may address an issue currently under review by any committee.

Scholastic Honesty

Scholastic honesty is expected of all students. In situations where dishonesty or cheating has become an issue, instructors are permitted the options outlined in the Administrative Procedures Manual.

Social Media Guidelines

Blogs, social networks and Web sites such as Wikipedia, Facebook, Flickr, Second Life and YouTube are exciting new channels for you to share knowledge, express your creativity and connect with others who share your interests. Alvin Community College supports your participation in these online communities.

Because social media channels are fairly new to many employees, we've assembled "best practice" guidelines from respected online and industry sources to help you use these forums effectively, protect your personal and professional reputation, and follow university policies.

- ❑ General recommendations
- ❑ If you post for Alvin Community College
- ❑ If you have a personal site

General recommendations: The keys to success in social media are being honest about who you are, being thoughtful before you post, and respecting the purpose of the community where you are posting.

- **Be transparent.** Be honest about your identity. If you are authorized by your supervisor to represent Alvin Community College in social media, say so. If you choose to post about Alvin Community College on your personal time, please identify yourself as a Alvin Community College faculty or staff member. Never hide your identity for the purpose of promoting Alvin Community College through social media. A good resource about transparency in online communities is the Blog Council's "Disclosure Best Practices Toolkit" at <http://blogcouncil.org/disclosure/>.
- **Be accurate.** Make sure that you have all the facts before you post. It's better to verify information with a source first than to have to post a correction or retraction later. Cite and link to your sources whenever possible; after all, that's how you build community. If you make an error, correct it quickly and visibly. This will earn you respect in the online community.
- **Be respectful.** You are more likely to achieve your goals or sway others to your beliefs if you are constructive and respectful while discussing a bad experience or disagreeing with a concept or person.
- **Be a valued member.** If you join a social network like a Facebook group or comment on someone's blog, make sure you are contributing valuable insights. Don't post information about topics like Alvin Community College events or a book you've authored unless you are sure it will

be of interest to readers. Self-promoting behavior is viewed negatively and can lead to you being banned from Web sites or groups.

- **Think before you post.** There's no such thing as a "private" social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information even if you delete a post. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed.
- **Maintain confidentiality.** Do not post confidential or proprietary information about Alvin Community College, its students, its alumni or your fellow employees. Use good ethical judgment and follow university policies and federal requirements, such as FERPA. If you discuss a situation involving individuals on a social media site, be sure that they cannot be identified. As a guideline, don't post anything that you would not present at a conference.
- **Respect college time and property.** As stated in the ACC policy manual, http://www.alvincollege.edu/employees/pdfs/computer_technology_use_policy%20.pdf college computers and your work time are to be used for college-related business. It's appropriate to post at work if your comments are directly related to accomplishing work goals, such as seeking sources for information or working with others to resolve a problem. You should maintain your personal sites on your own time using non- Alvin Community College computers.

If you post on behalf of Alvin Community College

- **Be transparent.** If you participate in or maintain a social media site on behalf of the university, clearly state your role and goals. Discuss with your supervisor when you are empowered to respond directly to users and when you may need approval.
- **Be connected.** If you have been authorized by your supervisor to create an official Alvin Community College social media site or a video for posting in locations such as YouTube, please contact the Director of Marketing & Communications for an approved logo and other images and to ensure coordination with other Alvin Community College sites and content.
- **Be respectful.** As an Alvin Community College employee, you understand the university's commitment to Vincentian respect for the dignity of others and to the civil and thoughtful discussion of opposing ideas. Some online communities can be volatile, tempting users to behave in ways they otherwise wouldn't. Your reputation, and Alvin Community College, is best served when you remain above the fray.
- **Be thoughtful.** If you have any questions about whether it is appropriate to write about certain kinds of material in your role as an Alvin Community College employee, ask your supervisor before you post.

Personal site guidelines

- **Be authentic.** Be honest about your identity. In personal posts, you may identify yourself as an Alvin Community College faculty or staff member. However, please be clear that you are sharing your views as a member of the higher education community, not as a formal representative of Alvin Community College. This parallels media relations practices at Alvin Community College. A common practice among individuals who write about the industry in which they work is to include a disclaimer on their site, usually on their "About Me" page. If you discuss higher education on your own social media site, we suggest you include a sentence similar to this: *"The views expressed on this [blog, Web site] are mine alone and do not necessarily reflect the views of Alvin Community*

College.” This is particularly important if you are a department head or administrator.

- **Don't be a mole.** Never pretend to be someone else and post about Alvin Community College. Tracking tools enable supposedly anonymous posts to be traced back to their authors. There have been several high-profile and embarrassing cases of company executives anonymously posting about their own organizations.
- **Take the high ground.**
If you identify your affiliation with Alvin Community College in your comments, readers will associate you with the college, even with the disclaimer that your views are your own. Remember that you're most likely to build a high-quality following if you discuss ideas and situations civilly.
- **Be aware of liability.**
You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts). Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
- **Don't use the ACC logo or make endorsements.** Do not use the Alvin Community College logo, athletic logo or any other Alvin Community College marks or images on your personal online sites. Do not use Alvin Community College's name to promote or endorse any product, cause or political party or candidate.
- **Protect your identity.** While you want to be honest about yourself, don't provide personal information that scam artists or identity thieves could use against you. Don't list your home address or telephone number or your work telephone or e-mail address. It is a good idea to create a separate e-mail address that is used only with their social media site.
- **Follow a code of ethics.** There are numerous codes of ethics for bloggers and other active participants in social media, all of which will help you participate responsibly in online communities. If you have your own social media site, you may wish to post your own code of ethics. For examples, see:
http://forrester.typepad.com/charleneli/2004/11/blogging_policy.html
<http://www.cyberjournalist.net/news/000215.php>
<http://radar.oreilly.com/archives/2007/04/draft-bloggers-code-of-conduct.html>
- **Monitor comments.** Most people who maintain social media sites welcome comments—it builds credibility and community. However, you can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
- **Link back.** You are welcome to link from your social media site to alvincollege.edu.

Student Evaluations

Any effective evaluation of instruction and instructional programs includes student input. The primary objective of student evaluations is to improve teaching. It is important that faculty know how they are being perceived by students.

Students are the main source of information about (a) the accomplishment of important educational goals such as the development of motivation for continued learning, and (b) areas of rapport, degrees of communication, and the existence of problems between instructors and students.

Alvin Community College uses a Student Evaluation form developed by the Institutional Effectiveness and Research department. The form consists of several limited response items as well as open-ended questions. The evaluation is to be administered in a formalized manner in the classroom or online, depending on the course format.

Ample time is to be given students to complete the evaluation. Specific instructions are issued with each evaluation cycle. Due to the passage of HB 2504, starting with the Fall 2010 semester, each major semester will be evaluated – Fall, Spring, Summer 1, Summer 2 and Summer 11.

Every class each semester will be evaluated.

The questionnaire data will be tabulated and summarized by the Office of Institutional Effectiveness and Research. The aggregate results will be posted on a link in the Alvin Community College website per the regulations of HB 2504 and the student comments will be provided to each instructor.

Evaluation forms with written comments will be digitized and retained for six years. Faculty may view these forms any time after the semester has ended.

Faculty that have a low aggregate score, 2.0 or less, must be reviewed by the Dean of Instruction, Dean of Academic Programs, department chair and division chair. Corrective or improvement plans are to be developed for instructors who have such scores (see Administrative Procedures, Sec. 20.05).

Teaching Load

Faculty load manuals are maintained by the Dean, Division Chairs, and the Human Resources Department. All full-time instructors are subject to assignment in all instructional categories at ACC: daytime, evening, weekend, Pearland College Center and TDCJ. Teaching assignments and schedules are made by department chairs subject to approval by the Division Chairs and Deans.

Tenure

Prior to October 1 of the fifth year of full-time service at ACC, a faculty member may submit a written request for tenure to the Tenure Review Committee (the application packets are available in the Human Resources Department). Specified year-to-year activities involving cooperative action by both the faculty member and the department chair are required for qualification for tenure; failure to complete these required elements may jeopardize a tenure appointment. Additional information about Tenure is available in the Administrative Procedures Manual.

Transcripts

Faculty members must submit official updated transcripts to the Human Resources Department when substantive coursework is completed or additional degrees are conferred.

Texas Department of Criminal Justice (TDCJ)

ACC provides academic and/or vocational instruction at multiple units of the Texas Department of Criminal Justice. All faculty are subject to assignments at TDCJ units. The regulations of TDCJ require all instructors teaching at prison facilities to be fingerprinted, to have background checks, and to attend scheduled security information seminars annually. Forms required for fingerprinting are provided by the Division Chairs and fingerprinting is done by Campus Police.

Wireless Internet Access is available in the library and throughout the campus. See an assistant in the Cyber-Student Computer Lab to register for this service. ACC belongs to Texshare, a statewide system allowing reciprocal borrowing privileges at all participating college and university libraries in Texas. Through Texshare the college has access to over 70 content and periodical databases enabling patrons to access the full contents of thousands of magazine articles. In addition to the databases offered by Texshare, the college accesses three databases -Literary Reference Center, JSTOR and Fergusons Career Center. We are adding several thousand electronic books through Ebrary. Articles can be ordered from other libraries and sent to the ACC library. The inter-library loan program allows library patrons to borrow books from other libraries. Internet or bibliographic instruction is provided to patrons in the college's electronically equipped multi-media classroom. PowerPoint assistance is given to interested groups to aid them in their class presentations.

Public Notice and Compliance Statements

Civil Rights:

In compliance with Title VI of the Civil Rights Act of 1964 (P.L. 88-352), Title IX of the Education Amendments of 1972 (P.L. 92-318), and the Age Discrimination Act of 1978 (P.L. 95-256), Alvin Community College does not discriminate against or exclude from participation in any of its programs or activities, either in the student body or the staff, any person on the grounds of sex, race, color, religion, age, handicap, national origin, or veteran status.

Rights of Individuals with Disabilities:

Alvin Community College complies with Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) and with the Americans with Disabilities Act (P.L. 101-336), and does not discriminate on the basis of a disability in the areas of admission, accessibility, treatment and employment. Individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution's academic and employment requirements will be provided with a variety of academic services and resources. ACC supports efforts in making the campus more accessible and encourages students with disabilities to participate in all activities. Students seeking assistance should contact the Office of Admissions and Academic Advising. Information concerning college practices as they relate to Section 504 and ADA should be directed to the Associate Dean of Student & Instructional Services.

FERPA - Family Education Rights and Privacy Act and Access to Student Records:

The Family Education Rights and Privacy Act of 1974 (PL 93-380), commonly known as FERPA, provides that all records pertaining to a student that are maintained by the college must be open for inspection by the student and may not be made available to any other person without the written authorization of the student.

Religious Holy Days:

In compliance with Texas Education Code 51.911, Alvin Community College allows a student to be absent for the observance of a religious holy day. Students may request permission for this absence in the office of Dean of Students.

APPENDIX

Appendix A

Alvin Community College Contract for Settlement of "I" (Incomplete) Grade

To: *(Print)* _____

SSN: _____ - _____ - _____

SEMESTER: _____ YEAR: _____

The "I" you have received in _____ will become the grade of _____ if you do not complete the following work:

The deadline for the completion of this work is _____.

Note: College policy directs that any requirement not met by the end of the following semester will automatically change from an "I" to an "F".

(Instructor)

(Date)

Sign and return one copy of this contract to the Instructor, keeping the other copy for your records.

(Student)

(Date)

Appendix B

Faculty Load & Office Hours

Tip: Use the TAB key to move from field to field. Also use the space bar to fill in the checkboxes!

INSTRUCTOR NAME:	
SEMESTER:	Fall 2011
OFFICE LOCATION:	
OFFICE PHONE:	
CELL PHONE:	

Faculty Load:

***List correct section numbers for each course. For combined courses, type in the same letter under 'combined'; if you have 1 set of combined sections, put in 'A'. If you have 2 sets, you'll use 'A' and 'B', etc. Indicate each overload with a checkmark.

<i>COURSE</i>	<i>SEC</i>	<i>OVERLOAD</i>	<i>Location</i>	<i>Room</i>	<i>Day/s</i>	<i>Start Time</i>	<i>End Time</i>	<i># of Students</i>	<i>Combined</i>
ENGL 1301	23	<input type="checkbox"/>	ACC	G166	MW	11am	12:20pm	20	
		<input type="checkbox"/>							
		<input type="checkbox"/>							
		<input type="checkbox"/>							
		<input type="checkbox"/>							
		<input type="checkbox"/>							

Office Hours:

TIME	DAYS / NIGHTS

Technical Programs: Email to **NanC Crawford** when completed.

Academic Programs: Email to **Cheri Chastain** when completed.