

HAGERSTOWN COMMUNITY COLLEGE

AD HOC GOVERNANCE COMMITTEE ON FACULTY LOAD, PROMOTION, AND TENURE

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TABLE OF CONTENTS

SECTION I: OVERVIEW

Overview	3
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SECTION II: LOAD

Faculty Workload Expectation	4
Teaching Load	4
Professional Development Statement	5

SECTION III: PROMOTION, TENURE

Initial Placement	6
Performance Review and Tenure Eligibility	6
Tenure Track Probationary Period	7
Definition of Tenure.....	8
Recommendations for Tenure and Promotion.....	9
Promotion	10

SECTION IV: EVALUATION

Evaluation.....	11
Professional Development Plan	12

SECTION V: APPENDICES

Appendix A: Charge of the Ad Hoc Faculty Load, Promotion, and Tenure Committee.....	14
Appendix B: Faculty Duties and Responsibilities	19
Appendix C: Overload Pay Concept	21
Appendix D: Teaching Load Example	22
Appendix E: Science Department Evaluation Form	23
Appendix F: Health Sciences Clinical Form	24
Appendix G: Faculty Schedule Form, Faculty Load Form, Annual Professional Development Plan.....	25
Appendix H: Current Evaluation Form	30

SECTION I: OVERVIEW

The charge to the committee can be summarized into four major categories. Many of our recommendations are adjustments and/or refinements of existing policies and procedures.

- The first charge was to create a statement outlining the duties and responsibilities of all full-time community college faculty members. This statement has already been circulated to all faculty members, faculty assembly, and is incorporated in the letter of appointment for all new faculty members.
- A second charge was to examine and adjust the system of promotion and tenure, including the probationary period for all new and continuing full-time faculty members.
- The third charge was to examine and make recommendations concerning faculty performance, how it is measured and evaluated, and how it will factor into promotion, tenure and continuance of the faculty member's contract.
- The fourth charge was to create a standard system of measuring and calculating a full-time faculty member's teaching load.

These four categories and our recommendations will be presented in this document.

See Appendix A for the Charge to the committee.

SECTION II: LOAD

FACULTY WORK LOAD EXPECTATION

75% Teaching and Learning 30 hours a week

- Learner support activity (office hrs.)
- Class preparation
- Student contact hours (15-21 hrs.)

15% College and Community Service 6 hours a week

- Serving on committees
- Recruiting students
- Presentations to faculty

10% Professional Development 4 hours a week

Total 40 hours a week

The committee recognizes that these hours represent a minimum workload and that many faculty members will work more than 40 hours in an average week.

See Appendix B for explanation of Faculty Duties and Responsibilities.

Teaching Load

The traditional full-time faculty teaching load at Hagerstown Community College is fifteen credit hours or equivalent per semester. For most full-time faculty, this is easily calculated by adding up the credit courses they teach. A typical example would be an English instructor teaching five three-credit hour courses ($5 \times 3 = 15$) in a fifteen-week semester. The FLPTC Committee agrees with this example and does not purposefully intend to change this full-time load.

The major concern that the FLPTC Committee needed to address with faculty teaching load was the teaching load calculation for Health Sciences faculty. It was determined by the committee that laboratory instruction is equivalent to clinical instruction for determination of load. In general, credit hours assigned to laboratory or clinical sections is a ratio of one to three (1:3). Therefore, one credit hour for three hours of instruction would be assigned. For clinical instruction of six hours, the credit hours that could be assigned are variable (i.e., 1.0, 1.5, 2.0). As an example, in NUR 101 the clinical portion of the course meets for 12 hours/week (2×6) and equates to three credits of instruction (i.e., 1.5:6 or 1:4).

Since clock hours of instruction are greater than credit hours assigned with laboratory and clinical courses, a load multiplier is used to determine load equivalency. The committee researched this topic and debated the merits of load multipliers in the range of .5 to 1.0 ($.5 \times 3 = 1.5$, $.75 \times 3 = 2.25$, $1.0 \times 3 = 3.0$). Most community colleges in Maryland use a load multiplier of .75. It is the recommendation of the committee that .75

be the load multiplier for laboratory and clinical courses and sections. These courses or sections have more clock hours of instruction than credit hours assigned (i.e., one credit: three hours of instruction). It was determined that it would be cost prohibitive and cost ineffective to raise the multiplier beyond or above .75.

It is the recommendation of the committee that a full-time teaching load would be 15 credit-hour equivalents per semester. Teaching overload credit would begin at 16 credit hours, and fractions of a credit hour from 15 to 16 will not be compensated (i.e., 15.75). Credit hours or credit-hour equivalents between 14 and 15 will not be construed as an underload (i.e., 14.5).

The concept of full-time teaching load should include the number of teaching preparations and the total number of students being taught. FLPTC recommends that a minimum teaching load should include two preparations and a minimum of eighty-five students. Exceptions to this minimum may occur in some areas. Overload pay is warranted when teaching the normal, calculated load but the number of students exceeds 190 with two preparations, or more than 125 students with five preparations (*see Appendix C*). The overload pay for these large numbers of students would be one-credit equivalent or \$600. *Please see teaching load examples in Appendix D.*

Professional Development Statement

Professional development for community college faculty means developing continuously as a faculty member. One who is professional and scholarly, improving in instructional techniques and design, learning new topics and concepts, and remaining technologically competent. He or she will professionally develop by various means including but not limited to the following:

1. graduate and undergraduate studies
2. business and industrial training (which may include externships)
3. scholarly work and presentations (i.e., AFACCT)
4. other endeavors

Professional development may occur in various ways such as mentioned above (1-4). Extensive curriculum development may be considered as professional development and result in a new program or curriculum. Alternative assignments may be assigned to assist with this development (i.e., distance education, 1-3 credits).

Alternative assignments can be considered for faculty that are assigned new courses and curriculum. The formula, developed by Dr. Altieri, to address the alternative assignment issue: for three credit-hour equivalent or release time, you would compute the total hours for the semester as 7.5 hours (3 hours * 2.5) * the number of weeks in the semester (15). You are expected to spend 112 hours/15 weeks/semester.

A yearly or multi-year professional development plan must be approved by the Division Chair/Director and the Dean of Academic Affairs. This plan should be periodically evaluated for substance and outcomes attained.

SECTION III: PROMOTION, TENURE

The committee reviewed the current promotion and tenure policies at HCC to make them consistent with the directions of our charge. A review of the current Faculty Handbook will reveal that relatively few changes to the current system have been recommended by the committee. The Initial Faculty Probationary Period policy was adopted prior to this committee, and only slightly modified by it. This policy has already been approved by the Board of Trustees.

Initial Placement

Criteria

For initial placement in rank, each applicant's previous experiences will be evaluated in relation to the position for which he/she is being considered. Experience will be determined by the Dean of Academic Affairs, subject to the approval of the President, according to the following guidelines.

One year of experience is given for each year of prior college experience that is directly related to the assignment.

Credit may be given for prior non-college educational experience, that may include business, industrial or other activities.

A maximum of five years of credit will be recognized for each year of related prior experience as a graduate teaching assistant or an adjunct instructor. This cannot exceed five years. Fifteen teaching credit hours will be equal to one-half year of credit and thirty teaching credit hours will equal the maximum of one year of experience.

Performance Review and Tenure Eligibility

Initial Faculty Probationary Period

All new faculty members will serve an initial probationary period of two years. During this initial probation period the faculty member will be evaluated each semester. Evaluation criteria during this probationary period may include student evaluations, classroom visitations, peer review, college and community service recognition, and an annual review by academic supervisors including Division Chairs/Directors and the Dean of Academic Affairs.

This initial probationary period may be extended for one year at the discretion of the Dean of Academic Affairs due to unsatisfactory performance. At the conclusion of the initial evaluation period a decision will be made by the Division Chair/Director and the Dean of Academic Affairs to retain the faculty member. If the faculty member is retained, he/she will be placed into the tenured track probation period.

Tenure Track Probationary Period

Faculty members successfully completing their initial probationary period will serve a tenured track probationary period prior to becoming eligible for tenure (4 years for Instructor/Assistant Professor; 2 years for Associate Professor). During the tenure track probationary period, a faculty member will participate with the Division Chair/Director in a series of annual reviews of faculty performance in the areas of teaching competence, professional growth, and participation in college/division life. These reviews will be completed after the required classroom evaluation prior to March 15 of each academic year.

During these meetings the Division Chair/Director will review with the faculty member the accomplishments in the three areas identified above. The faculty member must also complete a self-evaluation and portfolio in which accomplishments are noted and goals stated for the next academic year. In the Division Chair/Director's evaluation, problems in any of the three areas will be described and corrective measures will be identified. The Dean of Academic Affairs will conduct a performance review with the faculty member and Division Chair/Director. At the end of the performance review, one of the following three recommendations will be made:

1. If performance is found to be acceptable by the Division Chair/Director, the Chair/Director will recommend to the Dean of Academic Affairs that the faculty member's contract be renewed for the next academic year. If the Dean of Academic Affairs agrees with the recommendation, the Dean will forward the recommendation to the President. If the President concurs, he/she will notify the faculty member of contract renewal for the next academic year.
2. If performance is found to be generally acceptable, but with certain problem areas identified, the Division Chair/Director will recommend that the faculty member be offered a provisional contract for the next academic year. Included with the provisional contract will be a statement of concern regarding the problem areas and elaboration of the steps which the faculty member should take to correct them. The faculty member must agree in writing to these corrective steps. The faculty member may appeal the offer of a provisional contract to the President.

The maximum number of times a faculty member may be awarded a provisional contract is two. These may or may not be consecutive years.

3. If performance is considered to be unacceptable, the Division Chair/Director will recommend to the Dean of Academic Affairs that the faculty member's contract not be renewed. If this recommendation is supported by the Dean of Academic Affairs, the recommendation for nonrenewal of a contract will be made to the President. The Dean of Academic Affairs has the prerogative to disagree with the recommendation of the Division Chair/Director and reverse the recommendation pro or con. The reasons for this reversal must be in writing. The President will

notify the faculty member by April 15 of the decision of nonrenewal of contract. The faculty member may appeal the denial of tenure to the President. Appeals will be directed to the Human Resources Department.

4. Accelerated Tenure Track

A tenured faculty member leaving an accredited institution, recognized by the United States Department of Education, in good standing, who is hired at HCC, may be eligible for an accelerated tenure track. This previously tenured faculty member should have been at the full professor rank and have at least 10 years of full-time teaching experience. The accelerated tenure track will consist of a two-year probationary period and a two-year tenure track period.

At the end of the appropriate successful probationary period, the faculty member will submit a letter requesting tenure to the Division Chair/Director who will forward it to the Dean of Academic Affairs

Administrators are not eligible for tenure. Part-time faculty members are hired on a semester basis as needed and are not eligible for tenure.

TENURE

DEFINITION OF TENURE

The American concepts of academic freedom and tenure are the outcome of a report by the Committee on Academic Freedom and Tenure of the American Association of University Professors in 1915. The report highlighted the changes that had occurred in American higher education. Large American universities, based on German models, had emerged to overshadow the small denominational colleges (Anderson, 1980). A theory of knowledge based on evolutionary thinking had replaced the static orthodoxy of the denominational college. New areas of study had developed and professors had gained a professional identity. The major threats to academic freedom and job security no longer came from religious sources, but from benefactors, both public and private, who had specific economic and political interests (Anderson, 1980). The American tradition of professional academic freedom and tenure has grown out of this report. It grants rights to professors to be free from employer interference in research, teaching, and speech. It also imposes on professors the responsibility of maintaining professional competence and ethical conduct (Hamilton, 1995).

Tenure is the cornerstone of academic freedom and recognition of teaching competence, teaching code of conduct, and professionalism. Tenure is permanent or regular status granted to an employee or professional, usually after a specified trial period. It provides protection from arbitrary or capricious interference in a faculty members teaching or professional activities. Tenured faculty members are still governed by a professional code of conduct that if violated can be grounds for dismissal.

RECOMMENDATIONS FOR TENURE AND PROMOTION

Background:

Currently it takes thirteen years to work up through the ranks to reach Professor. The question was offered that faculty ranks be eliminated from our faculty promotion process. Maintaining the current ranking system was favored by the majority of the committee.

Eliminating faculty ranking would mean that faculty would receive a raise based on the step system. This system would guarantee that everyone receives a raise regardless of their ranking.

Currently our promotion system is slower than promotion systems at comparable Maryland schools except one. We have a 4-4-5 system, a total of thirteen years to reach the rank of Professor.

Promotion Recommendation:

If a person is hired as instructor, the person is placed on a two-year probationary period. The person will work a minimum of one additional year in the Instructor rank (after the probationary period), three years minimum at Assistant rank, five years minimum at the Associate rank to reach the Professor rank. System: 3-3-5, a total of eleven years.

Tenure recommendation:

- Faculty at the rank of Instructor, Assistant, or Associate must successfully complete a two-year probationary period.
- Faculty at the rank of Professor must successfully complete a one-year probationary period.

RECOMMENDATIONS FOR TENURE AND PROMOTION

<i>Faculty Ranks</i>	<i>Promotion Criteria*</i>	<i>Tenure</i>
Instructor	3 years (2 probation +1 additional)	2 years probation + 4 tenure track**
Assistant	3 years at Assistant Rank	2 years probation + 3 tenure track
Associate	5 years at Associate Rank	2 years probation + 2 tenure track
Professor	NA	1 year probation + 1 tenure track

* Minimum years in current position to be promoted to higher rank.

**After successfully completing a probationary period, faculty members are offered a tenure track contract.

Promotion

Assistant Professor:

Degrees	Initial placement: Master's degree, its equivalent, or 30 graduate credit equivalents for technology fields with specialization in teaching field.
Experience	One year at Instructor rank, plus two years probationary period at HCC.
Teaching	Demonstrated teaching excellence based on College evaluation system. Minimum 75% positive rating or better.
Professional Development Plan	An approved professional development plan. (Appendix G)

Associate Professor

Degrees	Master's degree, its equivalent*, plus 30 additional graduate semester hours or their equivalent; in the technologies, 60 graduate credit equivalents will be accepted.
Experience	Three years at the Assistant rank
Teaching	Demonstrated teaching excellence based on College evaluation system. Minimum 75% positive rating or better.
Professional Development Plan	An approved professional development plan.

Professor

Degrees	Master's degree, its equivalent*, plus 30 additional graduate semester hours or their equivalent; in the technologies, 60 graduate credit equivalents will be accepted.
Experience	Five years at the Associate rank
Teaching	Demonstrated teaching excellence based on College evaluation system. Minimum 75% positive rating or better.
Professional Development Plan	An approved professional development plan

*Nationally recognized technology certifications where clock hours can be converted to credit hour equivalents, Certified Public Accountant, Juris Doctorate, Professional Engineer may be used for promotion.

SECTION IV: EVALUATION

Evaluation is the primary key to assessing teaching effectiveness for all faculty members. Student evaluations have always been used at HCC, but not on a regular basis, and not the same frequency for all faculty members. It is the intent of the Committee to make the evaluation process more useful for comparison of data within a department, a division, and the college. It also will make clear how the faculty evaluations by students will be used in determining promotion and tenure. Through the use of these evaluating instruments faculty members will obtain a better sense of their effectiveness and that quality instruction will remain the central focus of what faculty do here at HCC.

The main points of our recommendations for change in the evaluation process are listed point by point below.

1. We recommend that the current student evaluation tool used in standard lecture courses entitled Faculty Evaluation, be retained and used on a trial basis for one year and then study its effectiveness. The recommended level of minimum acceptable performance should be 60 out of 80, or a ratio of 75% (see Appendix H).
2. We recommend that the laboratory evaluation form used in the Science Department (*see example in Appendix E*) be modified and circulated for approval of all laboratory classes.
3. We recommend retaining the current clinical evaluation form used in the Health Sciences Division. (*See example in Appendix F.*)
4. We also recommend developing an evaluation form for distance education classes, or modifying an existing one to suit our purposes.
5. The recommendation of the committee is for all classes, including labs and clinicals, to be evaluated using the appropriate instrument, every semester. This would include part-time as well as full-time instructors. On all forms the minimum acceptable level of performance should be 75%.
6. Faculty members receiving less than acceptable student evaluations will be counseled and given advice by their Division Chairs/Directors to improve their evaluation scores.
7. Division Chairs/Directors should perform a supervisory evaluation of their faculty members on a regular basis, we suggest once a year. This may be reduced if the faculty member is tenured and receives consistently high student evaluations. We do not recommend a peer review for faculty members at this time.

8. We recommend that a form be generated where all faculty members can compare their student evaluation scores to those teaching in the same department, the same division, and throughout the college.
9. We further recommend that the evaluation process be extended to include the faculty members evaluating their Division Chair/Director, and the Academic Affairs staff.
10. To gather information about the campus climate, it might be useful to expand the current student evaluation form to include student opinions, and perhaps faculty opinions, on facilities, support for instruction, etc.
11. We recommend that the student evaluation evaluate both the instructor effectiveness and the course itself including content and rigor. This may necessitate several additional questions being added to the evaluation form.

Professional Development Plan

Each full-time faculty member will be required annually to complete a Professional Development Plan. This procedure will enable the faculty member to create goals, determine relationship of goals to the ten Faculty Duties and Responsibilities and list expected outcomes. This plan will be used in conjunction with the Faculty Schedule Form, Semester Load Form and Alternative Load Form for evaluation purposes.

Recommended time frame:

- *Development time:* Time will be specified during the May workshop where faculty will be expected to create their Faculty Development Plan. A plan approved by the department chair must be achieved during this time period.
- *Approval:* The plan will be reviewed and approved by the Dean of Academic Affairs and the President by the August workshop.
- *Review of plan:* Mid-year verbal progress review of plan is required by December. Unsatisfactory progress review requires documentation.
- *Annual Plan Evaluation:* Annual plan evaluated and renewed during the May workshop.

The Faculty Schedule Form, Semester Load Form, Annual Professional Development Plan Form and Alternative Load Form can be found in Appendix G.

SECTION V: APPENDICES

APPENDIX A

Office of the President

March 12, 2003

Hagerstown Community College **AD HOC FACULTY LOAD, PROMOTION, AND TENURE** **COMMITTEE**

Mission or Charge Summary

The Faculty Load, Promotion, and Tenure Committee (FLPTC referred to as “flip-tic”) is charged with reviewing and making recommendations for the revision of HCC’s policies and procedures that define faculty responsibilities and duties, as pertains to work load and the criteria pertinent to retention, promotion, and tenure decisions. The Committee reports directly to the President. Their charge is to be completed on a time line sufficient to support faculty promotion and tenure recommendations for FY 05. This would mean that the Committee’s recommendations should be received by the President’s Office no later than December 2003. The committee is to be co-chaired by the Dean of Instruction and a faculty member chosen by and from among the faculty appointees to the committee. The Committee is further charged to review comparable faculty models at other colleges as well as survey HCC’s faculty for suggested improvement areas, consistent with the “expected features” included in this charge. The Committee’s recommendations should be shared with and discussed, as frequently as may be needed, with the faculty assembly and appropriate administrators (those who supervise FT faculty). The recommendations that pertain to student assessment of faculty should also be shared with HCC’s SGA elected officers for their reactions and input. The Committee is to function as a collaborative body and has been assigned by the President to make a shared governance recommendation consistent with what is specified in this charge statement. The Committee will have at least two retreat sessions with the President and the Chair of the Faculty Assembly, one at the beginning of the process to review and finalize the charge, and one near the end of the process to discuss preliminary recommendations.

The committee's final recommendations must include a cost analysis that outlines both the initial and ongoing direct expenses associated with making the suggested improvements.

The Committee's title includes the word "ad hoc" to reflect that it is a single task entity. Therefore, once the recommendations of FLPTC have been made and changes pertinent to faculty load, promotion and tenure, including an approved Board Policy and related procedures, have been implemented; the work of the committee will be complete.

MEMBERSHIP

The FLPTC will be composed of nine members appointed by the President. The membership will include both full time faculty and administrators, with a majority of those appointed being faculty.

EXPECTED FEATURES

Note: The committee's recommendations, taken as an integrated whole, will in large measure create a more defined system that better enunciates faculty loads and responsibilities, makes clear performance expectations, including those that qualify one for promotion and / or tenure at HCC. Consequently the language below makes reference to a "system" that will, in essence, be the outcome of the Committee's work.

1. The system must center on effective teaching as the primary criterion for evaluative decisions on faculty performance. However, faculty contributions to the College, and related contributions to the community (at the discipline, division, and institution levels) as well as faculty professional development (to enhance teaching skills and / or subject matter expertise) must also be part of the faculty load or responsibility definition.
2. The system should outline the methods and opportunities for student, peer, supervisor, and self evaluation in regard to faculty performance assessment as pertains to retention, promotion, and tenure. The system should include both formative and summative evaluative components.

3. Although it is anticipated that the Committee's recommendation regarding teaching responsibilities and teaching excellence will be used to address *full time faculty* performance reviews (including retention, promotion and tenure decisions), the Committee is asked to formulate their recommendations so that certain parts of the system (e.g. students evaluations) could also be used for *part-time or adjunct faculty performance reviews*. For example, any design or selection of an instrument to be used for student evaluation of faculty should be accomplished in a manner that can in the future easily be applied to part-time or adjunct faculty evaluations as well.
4. The system must include provisions for students to directly assess faculty performance and should designate some minimal level of positive student evaluation needed for a faculty member to qualify for promotion or tenure. The same needs to occur with measuring faculty performance in the arenas of college / community service and professional development.
5. The system should keep student evaluations confidential and should provide faculty comparative data that shows the results of their student evaluations in contrast with the evaluations of other faculty in their discipline, division, and college wide.
6. The system needs to be responsive and rational, such that when a faculty member assesses their own performance they can clearly see how their accomplishments / performance outcomes match with what is defined as the HCC standard and, as may be the case, what they need to do to reach minimal levels of expectation.
7. The system must include performance flags that signal when a faculty member is performing below the minimal standard or is carrying a less than full time faculty load.
8. The system must recognize that faculty load varies by instructional design (lecture class, versus a lab, versus clinical coverage, versus distance teaching, versus independent study / study problems / tutorials) and all of these modalities need to be accounted for in an integrated load formula or model.

9. The load system must consider faculty course preps and total students taught as part of the load guidelines. In addition, the load guidelines, although detailing typical load standards, must give faculty the freedom to waive guidelines to carry larger than normal loads at their discretion. This system should also be clear in denoting when faculty are entitled to “overload” compensation. In addition, the system should include provision for faculty “alternative” assignments.
10. The system, to the extent possible in honoring the “expected features,” should be simple, easy to implement, and without burdensome rules and regulations that make its administration too costly in time and money. However, the system must have checks and balances to assure it is both fair and effective in maintaining high standards.
11. In order to maintain the quality and effectiveness of the recommended system, provision needs to be made to review and recommend improvements on a periodic basis.
12. The system needs to be designed to meet the following purposes:
 - a. To provide each faculty member with acknowledgement of their effectiveness in all areas of faculty responsibility.
 - b. To generate specific individual faculty plans for ongoing curricular and instructional design work, personal professional development, and contributions to College development, consistent with faculty duties and the strategic and operational plans of the College.
 - c. To provide feedback to faculty that compares their performance to their colleagues, relative to college standards.
 - d. To develop and maintain a written statement summarizing faculty responsibilities and the standards that need to be met for faculty retention, promotion, and tenure.

- e. To enhance communication between faculty and the administration regarding faculty duties and performance reviews.
- f. To actively engage faculty in measuring and improving their own performance in increasing student learning and helping the College succeed.

Time Line

A PROGRESS REPORT SHOULD BE DISTRIBUTED COLLEGE WIDE NO LATER THAN OCTOBER 3, 2003. FINAL RECOMMENDATIONS NEED TO BE SUBMITTED NO LATER THAN DECEMBER 12, 2003. IN THIS REGARD, THE PROCESSING OF FACULTY PROMOTION AND TENURE DECISIONS IN 2003-04 WILL FOLLOW, TO THE EXTENT THE TIMING MAKES POSSIBLE, THE NEW POLICY AND PROCEDURES AND WILL TAKE PLACE IN THE JANUARY TO APRIL TIME PERIOD, WITH RECOMMENDATIONS GOING TO THE BOARD OF TRUSTEES FOR ACTION IN MAY OF 2004.

APPENDIX B

Faculty Duties and Responsibilities

1. Teaching

Each academic year a full-time faculty member is responsible for scheduling and teaching a full load within the college's defined range and parameters. The oversight for the full teaching load is accomplished by the Division Chair/ Director and the Dean of Academic Affairs.

The full-time teaching faculty member must teach at the college, department, and discipline academic standard levels. The teaching quality must be high and effectively measured.

Enthusiastic teaching and a love for student learning is expected.

2. Assessment

Faculty teaching and student learning must be measured or assessed. Assessment monitors the educational utility of the college. Without it the college would lack educational direction, insight, and accountability.

Faculty must assess learning outcomes at the course, discipline, department, program, and college level.

Results from learning outcomes assessment should improve teaching and learning at all levels of academic instruction at the college.

3. Student Advisement

Upon completion of an appropriate training program all faculty are expected to advise students on courses and curriculum.

Students should be advised during faculty office hours and other times mutually determined.

Student Services should assist faculty advisement and complement, enhance, and supplement this advisement with other data, information, and resources such as career exploration.

4. Student Advocate

All faculty should be student and learning centered. Student success is a reflection of faculty accomplishment and teaching competence.

Being totally committed to student learning and success requires faculty to be student advocates.

5. Curriculum Development

Curriculum development is a duty and responsibility of all instructional faculty. Faculty members must maintain their teaching content and materials and continue to be current and up-to-date or contemporary in their field.

Current issues, transfer content, and technological enhancement must be interwoven within college course group, degree programs, and certificates. This is best accomplished by faculty committed to excellent program and course content and delivery.

Continuous curriculum revisions, enhancements, and deletions are necessary functions of all teaching faculty.

6. Recruitment and Marketing

College faculty are college ambassadors and, as such, have special obligations to their profession and their institution.

One of these special obligations is to represent the college in a professional manner and also market and promote their discipline or program.

Coinciding with marketing is recruitment. Student recruitment, especially for new programs, would be required.

The recruitment and marketing may be done in conjunction with other college personnel and be a coordinated effort.

7. Shared Governance

All faculty have a responsibility to participate in shared governance at all levels. Faculty must be willing to participate and effectively “share” their role with non-faculty as the opposite would occur with staff and administration.

8. Professional Development

The professional development plan must coincide and match or enhance the college's strategic goals. A faculty member's professional developmental plan must be shared with peers and approved by Division Chairs/Directors and administration.

9. College Service

The extent and depth of college service by faculty should factor in the promotion system and align with the college's strategic goals. Areas may include departmental responsibilities, community outreach, and student-oriented activities.

10. Community Service

Since we represent a community college, community service should be a generic responsibility of all staff, faculty, and administrators. Community service should not interfere or conflict with the college's strategic goals or the faculty member's duties.

APPENDIX C

OVERLOAD PAY CONCEPT

In our review of the charge, we reviewed the Overload Pay concept. We recommend the following change: if two preparations, Overload Pay should be based on 190 students. This figure is derived from the minimum student load base of 85.

Independent Study and Tutorial teaching and compensation is not part of the basic teaching load and will not be counted in the Overload Pay formula. We recommend that they continue to be compensated at the current rate.

Number of Preparations	Students	Overload Pay is warranted if number of students is greater than:
Two preparations	85 (minimum load)	190
Three preparations	85	175
Four preparations	85	150
Five preparations	85	125

The following standards were applied to the chart above:

The minimum student load for a semester should be 85. This headcount is unduplicated headcount: students enrolled in a credit course.

Students: unduplicated headcount. Students enrolled in a credit course.

Faculty members teaching primarily in programs with limited enrollment may be exempt from the minimum student number, depending on approval of their division chair/director and the Dean of Academic Affairs.

Faculty teaching science classes with multiple laboratory sections may be exempt from the two-prep minimum, depending on approval of their division chair/director and the Dean of Academic Affairs.

Number of preparations: two preparations were recognized as the minimum number of preparations. Three preparations is recognized as the standard.

Separate preparations are defined as distinct and unique bodies of knowledge, mastery of which is required by the instructor. The method of delivery is not a factor in determining preparation, but if a laboratory or clinical has credit assigned to it, it can be considered a separate preparation.

APPENDIX D

TEACHING LOAD EXAMPLES

Example No. 1 – A Science Instructor (A or B) teaching lecture sections and laboratory sections.

The lecture sections are 3 hours/week.

The laboratory sections are 3 hours/week.

The courses taught are 4 credit hours/6 contact hours with 3 credits generally assigned to lecture and one credit equivalent assigned to lab.

Science Instructor A

Lecture 1 = (2 x 1.5) =	3.00 credit equivalents	(3 credits)
Lecture 2 = (2 x 1.5) =	3.00 credit equivalents	(3 credits)
Lecture 3 = (2 x 1.5) =	3.00 credit equivalents	(3 credits)
Lab 1 = (1x3) .75 =	2.25 credit equivalents	(1 credit)
Lab 2 = (1x3) .75 =	2.25 credit equivalents	(1 credit)
Lab 3 = (1x3) .75 =	<u>2.25</u> credit equivalents	(<u>1 credit</u>)
18 contact hours	15.75 credit equivalents	(12 credits)

Science Instructor B

Lecture 1 = (2 x 1.5) =	3.00 credit equivalents	(3 credits)
Lecture 2 = (2 x 1.5) =	3.00 credit equivalents	(3 credits)
Lab 1 = (1x3) .75 =	2.25 credit equivalents	(1 credit)
Lab 2 = (1x3) .75 =	2.25 credit equivalents	(1 credit)
Lab 3 = (1x3) .75 =	2.25 credit equivalents	(1 credit)
Lab 4 = (1x3) .75 =	<u>2.25</u> credit equivalents	(<u>1 credit</u>)
18 contact hours	15.00 credit equivalents	(10 credits)

Example No. 2 – A Nursing Instructor teaching lecture sections and clinical sections. The lecture sections are 5 hours/week and the clinical sections are 6 hours/week.

Nursing Instructor

Lecture 1 = (2 x 2.5) =	5.0 credit equivalents	(5 credits)
Clinical 1 = (1 x 6) .75=	4.5 credit equivalents	(3 credits)
Clinical 2 = (1 x 6) .75=	<u>4.5</u> credit equivalents	(<u>3 credits</u>)
17 contact hours	14.0 credit equivalents	(11 credits)

APPENDIX E

SCIENCE EVALUATION FORM

Laboratory Evaluation/Draft

1. The laboratory activities enhanced my understanding of lecture content.
2. Laboratory activities correlated with lecture content.
3. The instructor provided enough information for me to successfully complete the lab activities.
4. The instructor provided enough explanation of the content for me to successfully understand the laboratory activities.
5. Interaction with my classmates in laboratory enhanced my understanding of the lab content.
6. Assignments reinforced and enhanced laboratory activities (when applicable).
7. Laboratory quizzes/exams (when applicable) fairly and adequately assessed what I learned in laboratory.
8. The instructor helped me understand the scientific concepts underlying the laboratory activities.
9. Appropriate laboratory safety was stressed.
10. Laboratory activities were well organized.
11. Laboratory activities encouraged critical thinking and problem solving.
12. Laboratory activities demonstrated scientific problem-solving.
13. The laboratory manual was clearly written and enabled me to follow/perform the procedures.
14. Laboratory materials and equipment were neatly organized, and in good repair/adequate quantities.
15. The laboratory space was generally clean and orderly.
16. Appropriate technology was used in lab to conduct or complete laboratory activities.
17. Computers required for laboratory activities were available in adequate quantities.
18. There was sufficient contact time between students and the laboratory instructor.

APPENDIX F

EVALUATION OF CLINICAL INSTRUCTION

Hagerstown Community College
Department of Nursing
Evaluation of Clinical Instruction

Instructor: _____

Directions: Read each statement carefully, and place a check mark in the box which most nearly expresses your agreement or disagreement with the statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The instructor seemed genuinely interested in my learning.					
2. Generally, the instructor was readily available for me.					
3. The instructor helped me to apply theory to solve clinical problems.					
4. The instructor managed student questions and concerns with respect.					
5. The instructor provided suggestions for improvement in a supportive manner.					
6. I felt comfortable approaching this instructor about clinical concerns.					
7. The feedback I received was specific enough to be useful.					
8. The feedback I received was frequent enough for me.					
9. This instructor encouraged independence but knew when to help.					
10. The conferences were an important part of my learning.					
11. The instructor demonstrated enthusiasm about this clinical area.					
12. This instructor was a good role model for professional behavior.					
13. The instructor displayed good clinical application of the subject matter.					
14. Overall, I received excellent clinical instruction from this instructor.					

On the back of this page, please make any comments that you think might be helpful to this instructor. Thank you for your help.

APPENDIX G

FACULTY SCHEDULE FORM

TIME	MON	TUES	WED	THUR	FRI	SAT
7:00-8:00AM						
8:00-9:00AM						
9:00-10:00AM						
10:00-11:00AM						
11:00-12:00PM						
12:00-1:00PM						
1:00-2:00PM						
2:00-3:00PM						
3:00-4:00PM						
4:00-5:00PM						
5:00-6:00PM						
6:00-7:00PM						
7:00-8:00PM						
8:00-9:00PM						
9:00-10:00PM						
10:00-11:00PM						

SEMESTER LOAD FORM

NAME _____ SEMESTER _____

I. Regular Teaching Load (75%)
Minimum of two preparations, 15 credits, 85 students

<i>Section Number/Choice</i>	<i>Semester Credit Hours</i>	<i>Contact Hours</i>	<i>Enrollment</i>
Total			

II. Professional Development (15%)
Summarize or attach Annual Professional Development Plan

III. College/Community Service (10%)

IV. Teaching Overload

Section Number/Course	Semester Credit Hours	Contact Hours	Enrollment
Total			

___ I request payment during the fall semester. I understand that if I am underloaded in the spring semester, I will be required to repay the college in the appropriate amount. Repayment will be through payroll deduction.

	Number of Overload Credits	Salary
Subtotal		

V. Additional Compensation Attach Alternative Assignment Form

Name of project (s)/extra assignment (s)	Credit Hour Equivalents	Salary
Subtotal		

VI. Total of Parts IV and V

	Credits	Salary
Total		

VII. Signatures

Faculty Member		Date	
Division Chair/ Director		Date	
Dean of Academic Affairs		Date	

Annual Professional Development Plan FY_____
Faculty

Name	Rank	Tenured?	Years of Service	Department	Division
		<input type="checkbox"/> yes <input type="checkbox"/> no			

Goal(s)/Purposes(s)	Outcome	Faculty Duty#(1-10)	Goal Progress	Long/Short term?

Professional Development Plan Approvals

Faculty Signature		Date	
Division Chair/Director		Date	
Dean of Academic Affairs		Date	
President		Date	

Hagerstown Community College Full-Time Faculty Alternative Assignment Form

The following Alternative Assignment has been offered to:

(Employee Name)	(Social Security No.)	(Position)

1. Name of Assignment: _____
2. Description of work to be performed:

3. Assignment beginning date: _____ Assignment ending date: _____
4. Compensation shall be (complete a or b):

() a. Assignment is a base load reduction in the amount of ____ student contact hours. The minimum number of hours to be devoted to this assignment shall be ____ work hours (Student contact hours x 15 weeks x 2.5 hours). For example, a three hour release would be a minimum of 112.5 actual work hours (2 x 15 x 2.5). (The cost of this load reduction is _____ plus fringe benefits.)

() b. Extra compensation in the amount of \$_____ will be paid in equal installments on regularly scheduled pay dates during the period of the assignment.

5. Costs to be charged to account # _____.
6. The evaluation procedure for this assignment shall be (complete a or b):

() a. Alternative Assignment Report which describes how #2 above was accomplished and the final outcomes of the assignment.

() b. Other (please specify): _____

Alternative Assignment Conditions Accepted:

Signature of Faculty Member		Date	
Signature of Appropriate Chair or Director		Date	
Signature of Dean of Academic Affairs or President		Date	

APPENDIX H

FACULTY EVALUATION

INSTRUCTOR _____ COURSE _____
DATE _____

Instructions for Completion:

Please use a #2 pencil. Make sure entire block is filled in. Give only one response per question. Erase response completely if changing your answer. Please make your decisions based on your expectations when you entered the course or your experience with other courses.

Responses A-E across the top apply to questions 1-19 only.

(write comments on back)

For questions 1-19 use the following:

A. always B. usually C. sometimes D. rarely E. not applicable

	A	B	C	D	E
1. The instructor makes clear to you what is expected in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The activities or the objectives specified in the course syllabus are being accomplished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. So that you can adjust, sufficient notice is given if the instructor modifies the syllabus or the schedule of major assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor is well prepared for class and well organized in his/her presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor communicates clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The instructor clarifies material when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The instructor promotes independent thought about the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor encourages questions, discussion, and expression of your viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The instructor responds to your questions satisfactorily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor is enthusiastic about the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The instructor is available to you outside class, either during office hours or by appointment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The exams in this class are representative of the information covered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The instructor's grading practices are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The instructor's grading practices are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Graded work is returned in a reasonable time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The instructor makes comments (oral or written) about papers, projects, homework, or tests to help you understand your mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The instructor demonstrates knowledge of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The teaching materials (handouts, audiovisual materials, etc.) in this course are helpful in understanding the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The instructor begins and ends each class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Your overall evaluation of the instructor is: A. excellent B. above average C. average D. below average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. In comparison to other college courses you have had, your opinion of this course is: A. excellent B. above average C. average D. below average E. not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions 22-24 are for data collection and do not affect the instructor's evaluation.					
22. Compared to the other college courses you have taken, the effort you put into this course is: A. much more B. somewhat more C. about the same D. somewhat less E. much less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The textbook selected for the course contributed to your understanding of the course content. A. always B. usually C. sometimes D. rarely E. not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Are you a full-time or part-time student? A. full-time B. part-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>